

Art and Design Technology Whole School Overview

	EYFS	KS1		Lower KS2		Upper KS2	
	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	<p>Nursery</p> <p>-Recognises colours and chooses them for a purpose. -Uses thick paint brushes.</p> <p>Reception</p> <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials</p>	<p>Art</p> <p>Painting Family Portraits *Van Gough Concentrate on Van Gogh Describe the work of an artist Use thick and thin brushes mix primary colours to make secondary colours Draw lines of different sizes and thickness colour neatly following the lines</p> <p>DT</p> <p>Food Tech Buns Baking Buns for Family Afternoon Measuring, rubbing in flour and butter using fingertips. Greasing and lining a cake tin or tray.</p>	<p>Art</p> <p>Collage Sketching a royal portrait Shapes/colour/shading/tones Making a collage of a royal portrait Using a range of materials to create a royal portrait</p> <p>DT</p> <p>Food Tech Smoothies and Fruit Salads Baking/Cooking dishes from New Zealand Smoothies and fruit salads using exotic native fruit (kiwi, nectarines, honeydew melon, boysenberries etc) Following a simple recipe. Cutting using a small knife. Cutting using scissors. Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria Explain what is being made and why</p>	<p>Art</p> <p>Sculpture To produce a 3D model of Stonehenge based on research and plans, then evaluate. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)</p> <p>DT</p> <p>Stonehenge Outcome – To produce a 3D model of Stonehenge based on research and plans, then evaluate. Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words. Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy. Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Art</p> <p>Sculpture To produce a 3D model of a sarcophagus. Include texture that conveys feelings or movement Use clay and other mouldable materials Add materials to provide interesting detail</p> <p>DT</p> <p>Food Technology Make flat breads and sweet cookies with recipes from Ancient Egypt Following a simple recipe Using heat on a hob and microwave Making salads Accurately use all appropriate vocabulary</p>	<p>Art</p> <p>Drawing and Sketching Whitby Abbey Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>DT</p> <p>Food Technology Making a family meal Planning and preparing a family meal Using heat on a hob, oven and microwave accurately use all appropriately</p>	<p>Art</p> <p>Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) Use lines to represent movement Add 3D representations</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language</p>

Autumn Term 2	<p>Nursery</p> <p>-Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card</p> <p>Reception</p> <p>-Explore colour mixing using primary colours Explore warm and cool colours looking at Autumn and Winter -Print or collage to create a pattern or image -Select colours appropriately for tasks - Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli</p>	<p>Art</p> <p>Printing London Skyscraper Use repeating or overlapping shapes mimic prints from the environment</p>	<p>Art</p> <p>Sculpture Landmarks in Saltaire Use rolled up paper, straws, paper, card and clay as materials Use techniques such as cutting and carving.</p> <p>DT</p> <p>Construction Moving Pictures - Christmas Card Design and make moving pictures To make a structure with moving components – hinges, turn tables, wheels etc.</p>	<p>Art</p> <p>Collage To produce a rainforest image using different collage techniques to a 3D effect. Select and arrange materials for a striking effect Ensure work is precise</p>	<p>Art</p> <p>Printing Use layers of colour to replicate patterns (Screen Printing) Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns</p> <p>DT</p> <p>Collage To produce a piece of recycled art</p>	<p>Art</p> <p>Painting / Collage Romero Britto Brazilian Art Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create interesting pieces Mix textures (rough and smooth, plain and patterned) Use tessellation and montage</p>	<p>Art</p> <p>Painting & Printing Disaster Art (Georgia O'Keefe) Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists Use a range of visual elements to reflect the purpose of the work</p>
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Spring Term 1	<p>Nursery Becoming more confident when drawing e.g. potato people, - Names what they have drawn and draws from memory Adding more to their pictures and creations e.g. pom-poms, glitter Reception Share creative ideas with peers and begin to work together, sharing skills - Continue to draw and paint pictures with increasing complexity - Construct with a purpose in mind, using a variety of resources - Safely construct with a purpose and evaluate my designs - Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used -Return to and build on their previous learning, refining ideas and developing the</p>	<p>Art Collage Great Fire Of London Use a combination of materials that are cut torn and glued to express collage Say what they like and dislike about a piece of artwork DT Food Tech Cakes Great Fire on London Cakes Measuring, rubbing in flour and butter using fingertips. Greasing and lining a cake tin or tray</p>	<p>Art Amazing Arctic Arctic Wildlife Scene – Moving icebergs, arctic foxes, polar bears etc. Why are they included? Is it realistic? Are the sizes and shapes in proportion? Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria DT Amazing Arctic Textiles – Plaiting Scarfs Use plaiting and sewing techniques to create a jumper/scarf/gloves for arctic conditions. Evaluate classmates' artwork with basic justifications</p>	<p>DT Construction Outcome - Working Volcano Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material) Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy.</p>	<p>Art Digital Media. To create a Roman Solider. Create videos and sound recordings and explain why they were created DT Modelling To make a working Roman Catapult. Generate more than one idea for how to create a product. Gather information to help design a successful product (i.e. by asking others' views). Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. Suggest improvements to develop and refine Select suitable tools and equipment Explain choices in relation to required techniques and use accurately Explain choices of materials Measure, mark out, cut and shape materials/components with some accuracy Assemble, join and combine materials and components with some accuracy Apply a range of finishing techniques with some accuracy planned idea. Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.</p>	<p>DT Construction CAD design To use computer software to control a model made from toys. To design their own model which will interact with computer software.</p>	<p>DT Construction To add a mechanical element to a model following instructions Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make. Use a range of tools and equipment precisely. Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary</p>
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	ability to represent them -Know that different materials can be used to create art						
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Spring Term 2	<p>Nursery Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes - Continues to develop their drawing skill.</p> <p>Reception -Design with a purpose in mind and explain the process I have used -Make 3D models of my favourite bugs, ensuring that they have the different features -Draw an object from careful observation talking about the features that I have included - Make props to use in role play and small world play -Create collaboratively sharing ideas, resources and skills -Use tools and techniques with increased care and precision -Mix a range of colours needed for a purpose</p>	<p>Art Sculpture UK Landmarks Use a combination of shapes including lines and textures. Use techniques such as rolling and moulding Use a wide range of tools to create different textures and lines</p> <p>DT Woodwork Landmark Structures Creating landmarks for UK model (Topic outcome) Design/Make/Evaluate Modelling leading to woodwork To make a structure. To describe the materials within a structure. To measure out and mark out materials needed for a structure. To finish off work so it looks neat and tidy. To screw in several screws already started using a screwdriver. Bolts and nuts through wood.</p>	<p>Art Construction Designing and making spaceships/rockets. Select from and use a wide range of materials and components, including construction materials Build structures considering how to make them stronger Use mechanisms such as levers, axles etc.</p>	<p>Art Drawing/Painting To produce Tudor portraits demonstrating the skills of using different mediums. Use different grades of pencils to show line, tone and texture Annotate sketches to explain and elaborate idea. Use layers of two or more colours. Replicate patterns observed in natural or built environments</p> <p>DT Modelling – Woodwork Outcome - Tudor House Modelling leading to woodwork To join materials using permanent and temporary fixings. To add mechanical elements to my structures to make movement. To combine a number of components in my product. To use simple circuits to make movement or light. To use a vice (permanently attached to the workbench) to hold the wood in place. To saw under high levels of supervision. To use large nails. Describe a design using an accurately labelled diagram, and in words. Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy. Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Art Painting. Watercolour Landscapes (Monet) Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour</p>	<p>Art Digital Media Hockney Art through App Screen Printing - Hockney Colour Enhance digital media by editing (including sound and video) Build up layers of colours Create an accurate pattern showing fine detail</p>	<p>Art Sculpture Eyes Combine visual and tactile qualities Use frameworks (such as wire moulds) to provide stability and form with Modroc</p> <p>DT Food Technology Making a family meal Planning and preparing a family meal Using heat on a hob, oven and microwave Accurately use all appropriate vocabulary.</p>
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<p style="text-align: center;">Summer Term 1</p>	<p>Nursery</p> <ul style="list-style-type: none"> -Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function -Children may create with a friend <p>Reception</p> <ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills -Draw with details - Problem solve and reflect on my designs and creations -Construct with a purpose -Independently use tools and techniques with increased care and precision - Experiment with colour, design, texture, form and function 	<p>Art</p> <p>Drawing Lamps</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods as ideas develop <p>DT</p> <p>Construction</p> <ul style="list-style-type: none"> Knex/ Technic Lego lamps Design/Make/ Evaluate Lego lamps in teams (Florence) To build following instructions. To build a complex model using trickier construction toys – Knex, Technic Lego Think of own ideas/use pics and words to plan Explain what's being made and why. Select appropriate tools and equipment to use. Say why its good and bad/ how it could be improved/ does it meet the requirements? 	<p>DT</p> <p>Textiles - Cross Stitch Sewing</p> <ul style="list-style-type: none"> To make a product out of textiles Measure out and mark the fabric To sew in a running stitch To make sure work is neat and tidy. Cross stitch flowers (using plastic needles and plastic sheeting) Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria 	<p>Art</p> <p>Artist Study/ Digital Media (Andy Warhol)</p> <ul style="list-style-type: none"> To produce a piece of art in the style of Andy Warhol Replicate some of the techniques used by notable artists, artisans and designers Comment on artworks using visual language Create original pieces that are influenced by studies of others Use layers of two or more colours Replicate patterns observed in natural or built environments <p>DT continuing from Spring Term 2</p>	<p>Art</p> <p>Viking Tapestry</p> <ul style="list-style-type: none"> Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern) <p>DT</p> <p>Woodwork</p> <ul style="list-style-type: none"> Create a Viking long ship using woodwork 	<p>DT</p> <p>Modelling and Woodwork</p> <p>Stocks and Gallows</p> <ul style="list-style-type: none"> To join materials using permanent and temporary fixings. To add mechanical elements to my structures to make movement. To combine a few components in my product. To use simple circuits to make movement or light. To use a vice (permanently attached to the workbench) to hold the wood in place. To saw under high levels of supervision. To use large nails. 	<p>Art</p> <p>Collage</p> <ul style="list-style-type: none"> Mayan Mosaics Combine visual and tactile qualities Use ceramic mosaic materials and techniques
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2</p>	<p>Nursery</p> <p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with Children building for a purpose using a range of construction equipment. - Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick</p> <p>Reception ELG: Creating with Materials I can..... - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - share my creations, explaining the process I have used</p>	<p>Art</p> <p>Digital Media Postcards Use a wide range of tools to create different textures and lines Draw lines of different sizes and thickness colour neatly following the lines</p> <p>DT Weathervanes Weather Charts Windmills</p>	<p>Art</p> <p>Drawing Seaside landscapes – Charcoal Comparative Seaside landscape pictures Show pattern and texture by adding dots and lines. Use charcoal to shade and contrast (Older photo) Show different tones using coloured pencils (modern day seaside)</p> <p>DT Baking – Great British Bake Off Cooking/Baking Following a simple recipe. Cutting using a small knife. Cutting using scissors. Mixing together. Snipping herbs Grating Following a simple recipe Beating and folding - show children how to beat cake mixture with a wooden spoon or fold in egg whites without knocking out too much air Cutting using a small knife Cutting with scissors - snip herbs Grating</p>	<p>DT</p> <p>Food Technology Greek Salad / Greek Olive Bread / Greek Feta Bread Following a simple recipe Finding ingredients in the cupboards and fridge? Using a peeler Slice, grate, mix, spread Knead and bake</p> <p>DT Make a Pulley – Compound Pulley (Link to Archimedes') To make instructions for making a basic model that moves. To add a mechanical element to a model following instructions. (gears, pulleys, cams, levers, linkages)</p>	<p>Art</p> <p>Drawing To draw a landscape using different techniques such as cross hatching. Collect information, sketches and resources to enhance own ideas Explore ideas in a variety of ways Comment on artwork with a developing grasp of visual language Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture</p>	<p>Art</p> <p>Sculpture – Nature Art Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and pattern</p>	<p>Art</p> <p>Digital Media Map Enhancements Enhance digital media by editing (including animation, still images and installations)</p> <p>DT Sewing and Textile – Map To combine materials to improve design for strength or visual appeal To join materials to make products with permanent or temporary fastenings To cross stitch or sew using a machine To describe the qualities of materials and to say why it is the most suitable choice</p>
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