
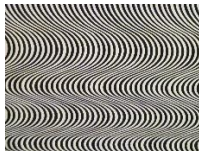









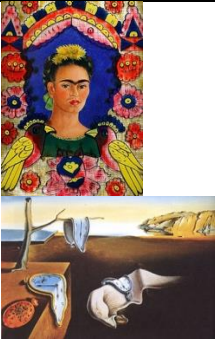
Thomas Buxton Primary School Art and Design Technology Long Term Curriculum Map





Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Ongoing Art skills	<p>22-36 months</p> <ul style="list-style-type: none"> Experiments with blocks, colours and marks Beginning to use representation to communicate <p>30-50 months</p> <ul style="list-style-type: none"> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Beginning to be interested in and describe the texture of things Explores colour and how colours can be changed Use various construction materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Joins construction pieces together to build and balance Realises that tools can be used for a purpose <p>40-60 months</p> <ul style="list-style-type: none"> Experiments to create different textures Understands that different media can be combined to create new effects Manipulates materials to achieve a planned effect Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Explores what happens when they mix colours Constructs with a purpose in mind, using a variety of resources Selects tools and techniques needed to shape, assemble and join materials they are using <p>ELG</p> <ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design, technology, art, music, dance, role play and stories. 					
EYFS Ongoing Art behaviours	<p><u>Developing Ideas</u></p> <p>CoEL Creating and Thinking Critically: Having their own ideas, Making links, Choosing ways to do things</p> <ul style="list-style-type: none"> Thinking of ideas Finding ways to solve problems Finding new ways to do things Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activity is going Changing strategy as needed Reviewing how well the approach worked 					




	<p>Taking Inspiration CoEL Playing and Exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 					
Year 1	Toys	Rain, rain, go away	Kings, Queens and Castles		Dinosaurs	Beside the seaside
Specific Art/ DT area	Painting- Identity Art movement: Abstract art	DT Food- Preparing fruit and vegetables	Sculpture	DT Mechanisms- Sliders and levers	Drawing	DT Textiles- Templates and joining techniques
Taking inspiration from	Winston Branch, Frank Bowling, Beatriz Milhazes, Wassily Kandinsky		Marta Minujin		Bridgit Riley	
Ongoing art objectives	<p>Developing ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop <p>Taking Inspiration</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studies to create pieces 					
Milestone 1 objectives Or Design Technology objectives	<p>To know about the abstract art movement and artists named above.</p> <p>Painting Use thick and thin brushes and explore different ways of using them Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels Experiment with different paints and adding water</p> <p>Collage Use a combination of materials that are cut, torn and glued Sort and arrange materials</p>	<p>Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p>Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating Taste and evaluate a range of fruit and vegetables to</p>	<p>Sculpture Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay as materials Use techniques such as rolling, cutting, moulding and carving</p>  <p>Who is Marta Minujin? – Who Are They? Tate Kids</p>	<p>Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p>Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating.</p> <p>Evaluating Explore a range of existing books and everyday products</p>	<p>Drawing Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils Experiment with viewfinders Draw on a large and small scale Combine drawing media to achieve different effects</p>  <p>Who is Bridget Riley? – Who Are They? Tate Kids</p>	<p>Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p>Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating.</p> <p>Evaluating Explore a range of existing books and everyday products</p>




	<p>Mix materials to create texture</p>  <p>Who is Frank Bowling? – Who Are They? Tate Kids</p>	<p>determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge and understanding</p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat well plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>		<p>that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p>Technical knowledge and understanding</p> <p>Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>		<p>that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p>Technical knowledge and understanding</p> <p>Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>
Resources	<p>Thick and thin brushes Poster paints Collage materials Glue Paper</p>					
Possible outcomes	<p>This is a project to learn about the abstract art movement through the topic of identity.</p> <p>Using shapes, colours and techniques inspired by the abstract artists studied, children to create their own paintings and collage to represent their feelings and identity.</p> <p>Refer to zones of regulation/ PSHE Maths link- shapes.</p>	<p>Fruit drink/ smoothie</p> <p>Refer to PSHE, science and healthy eating.</p>	<p>Paper sculptures using bright colours, learning about how to fold, bend, twist, rip paper to create a sculpture. Create line, texture, pattern with papers. Explore joining techniques. Large scale collaborative sculpture using boxes. Decorate with paper sculptures on outside. Big enough for children to crawl through.</p>	<p>Catapults for castles using lever mechanisms</p>	<p>Sketchbook work exploring different drawing tools to create line, pattern and texture. Use string to create lines then take photos to stick in books. Line drawings inspired by Riley.</p>	<p>Sea creatures/ fish using sewing/appliqué techniques</p>
Year 2	A walk in London	Fire! Fire!	Around the World		Up, up and away	Local History
Specific Art/ DT area	Painting- Identity	DT Projects on a Page	DT Projects on a Page	Sculpture	DT Projects on a Page	Drawing

	Art movement: Surrealism	Structures- Freestanding structures	Mechanisms- Wheels and axles		Food- Preparing fruit and vegetables	
Taking inspiration	Rene Magritte, Frida Kahlo, Salvador Dali			Louise Bourgeois, Jeff Koons, Arlene Wandra,		Architecture- Frank Gehry, Zaha Hadid
Ongoing art objectives	<p><u>Developing ideas</u></p> <ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop <p><u>Taking Inspiration</u></p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of artists studies to create pieces 					
Milestone 1 objectives Or Design Technology objectives	<p>To know about the surrealism art movement and artists named above.</p> <p>Painting Use thick and thin brushes and explore different ways of using them Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels Experiment with different paints and adding water Take close up photos of faces for next session (print black and white).</p>  <p>Who is René Magritte? – Who Are They? Tate Kids</p>	<p>Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Making Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating.</p> <p>Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p>Technical knowledge and understanding</p>	<p>Designing Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p>Making Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Evaluating Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p> <p>Technical knowledge and understanding Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>	<p>Sculpture Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay as materials Use techniques such as rolling, cutting, moulding and carving</p>  <p>Who is Louise Bourgeois? – Who Are They? Tate Kids</p>  	<p>Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p>Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge and understanding Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p>	<p>Drawing Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils Experiment with viewfinders Draw on a large and small scale Combine drawing media to achieve different effects</p>  

		<p>Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary relevant to the project.</p>			<p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat well plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	
Resources	<p>Thick/ thin brushes</p> <p>Water colours, poster paints</p> <p>Paper</p> <p>Fine liners/ pens</p> <p>Pastels</p>					
Possible outcomes	<p>This is a project to learn about the surrealism art movement through the topic of identity.</p> <p>Look at the work of Magritte.</p> <p>Practise using colour mixing techniques to create a wash using poster paints. Use wax/oil pastels resist to create clouds.</p> <p>Use pencils to create a drawing of themselves on A3.</p> <p>On a different piece of paper, draw a fruit or something to represent themselves.</p> <p>Paint figure and object using watercolours. When dry, go over with black pens/fine liners.</p> <p>Construct image by cutting out object and sticking over face. Cut out person and then then stick onto wash from previous lesson.</p> <p>Create a frame in the style of Frida Kahlo.</p>	Tudor house	Design and make a vehicle	<p>What is sculpture? Look at work of artists who use different materials.</p> <p>Explore using clay</p> <p>Create sculptures using natural objects embedded into the clay.</p> <p>Learn technique of joining using slip and cross hatching.</p> <p>Decorate with lines, patterns, texture inspired from different patterns and designs from around the world.</p>	<p>Fruit salad/ kebab</p> <p>Refer to PSHE, science and healthy eating.</p>	<p>Explore drawing tools in sketchbooks.</p> <p>Sketching outside, buildings, nature etc.</p> <p>Create textures using rubbings (frottage) on different coloured papers.</p> <p>Use these to create collage of local scene of buildings. Use pens to add detail over the top.</p>
Year 3	Prehistoric!	On Dangerous Ground	It's A Wonderful World	Plant World	Ancient Civilisations (The Egyptians)	

Specific Art/ DT area	Drawing- Identity Portraiture	DT Projects on a Page Mechanical systems- Levers and Linkages	Painting Art Movement: Impressionism	DT Projects on a Page Food- Healthy and varied diet	Sculpture	DT Projects on a Page Structures- Shell structures
Taking inspiration from	Johannes Vermeer (Girl with pearl earring), Van Gogh (self-portrait), Leonardo Da Vinci (Mona Lisa), Hans Holbein, Frida Kahlo		Claude Monet, Berthe Morisot, Pierre-Auguste Renoir		Henri Matisse, Lubaina Himid	
Ongoing art objectives	<p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artworks using visual language <p><u>Taking Inspiration</u></p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 					
Milestone 1 objectives Or Design Technology objectives	<p>Drawing Use different drawing pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas 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>Designing Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Making Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Evaluating Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding Understand and use lever and linkage mechanisms.</p>	<p>To know about the impressionism art movement and artists named above.</p> <p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paints to produce washes for backgrounds then add detail Experiment with creating mood with colour</p> 	<p>Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the</p>	<p>Sculpture Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail</p>  <p>Who is Henri Matisse? – Who Are They? Tate Kids</p>  <p>Who is Lubaina Himid? – Who Are They? Tate Kids</p>	<p>Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. Evaluating Investigate and evaluate a range of existing shell structures including the materials, components and</p>

		Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.	 Who is Berthe Morisot? – Who Are They? Tate Kids 	evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.		techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.
Resources	Sketchbooks Drawing pencils					
Possible outcomes	This is a project to learn about portraiture . Sketchbook work learning techniques of drawing facial features. Portrait of themselves.	Create a moving/ growing plant picture	This is a project to learn about the impressionism art movement . Learn about impressionism and artists. Exploring painting techniques in sketchbooks, practise brush strokes. Create paintings inspired by nature, go outdoors with paints/ clipboards.	A healthy salad snack Refer to PSHE, science and healthy eating.	Study Matisse’s cut outs along with Lubaina Himid’s ‘Carpet’ 1992. Discuss shape and colour. Use card to cut out similar shapes and try to create a free standing sculpture small scale and then one large scale. Add detail through cutting, drawing etc.	Pyramid structure, box to keep Egyptian treasures in
Year 4	A Drop in the Ocean	It’s all Greek to me	Rise of the Robots	Where in the World?	Meet the Romans	Food, Glorious Food
Specific Art/ DT area	Drawing- Identity Art Movement: Cubism	DT Projects on a Page Textiles- 2D Shape to 3D product	DT Projects on a Page Electrical systems- Simple circuits and switches	Sculpture	Painting	DT Projects on a Page Food- Healthy and varied diet
Taking inspiration from	Pablo Picasso, Juan Gris, Georges Braque			Richard Long, Andy Goldsworthy, Barbara Hepworth.	Antoni Gaudi	
Ongoing art objectives	<u>Developing Ideas</u> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress 					

	<ul style="list-style-type: none"> • Explore ideas in a variety of ways • Comment on artworks using visual language <p><u>Taking Inspiration</u></p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers <p>Create original pieces that are influenced by studies of others</p>					
<p>Milestone 1 objectives Or Design Technology objectives</p>	<p>To know about the cubism art movement and artists named above.</p> <p>Drawing Use different drawing pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas 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>Who is Pablo Picasso? – Who Are They? Tate Kids</p>	<p>Designing Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p>Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p>Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together.</p>	<p>Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Making Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</p> <p>Evaluating Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</p> <p>Technical knowledge and understanding Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products.</p>	<p>Sculpture Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail</p>  <p>Who is Barbara Hepworth? – Who Are They? Tate Kids</p>	<p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paints to produce washes for backgrounds then add detail Experiment with creating mood with colour Collage Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage</p> 	<p>Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients</p>

		Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.	Know and use technical vocabulary relevant to the project.			appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.
Resources	Sketchbooks Drawing pencils, chinks, pastels Cardboard					
Possible outcomes	This is a project to learn about the cubism art movement through the topic of identity . Learn about cubism movement and artists. Draw self-portraits using cubist style and shading techniques. Pastels, chinks or charcoal. Create a sculpture of a face using cardboard and cubist style. Cutting and layering.	Purse using binka fabric and Greek style stitching patterns.	A buzzer/ light for a robot Link to science	Exploring woodwork tools to create a sculpture with outdoor/ nature theme. Woodwork with basic tools e.g. saws, hammers, joining using nails, glue gun.	Look at the mosaic work of Gaudi Experiment with different paints, brushes and techniques on different surfaces. E.g. pointillism, hatching, cross hatching etc. Create a mosaic using these experimental pieces cut to size.	Sandwich, pitta pocket, wrap? Refer to PSHE, science and healthy eating.
Year 5	Out of Africa Benin	The Earth and Space	Power and the Tower	Rainforests	Invaders – Saxons and Vikings	
Specific Art/ DT area	DT Projects on a Page Textiles- Combining different fabric shapes	Sculpture	DT Projects on a Page Mechanical systems- Pulleys and gears	Drawing	DT Projects on a Page Food- Celebrating culture and seasonality	Painting- Identity Art Movement: Pop Art
Taking inspiration from		Alexander Calder	Ok Go! Music videos	Georgia O’Keeffe, Nahem Shoa		Peter Blake, Andy Warhol, Yayoi Kusama, Roy Lichtenstein, Pauline Boty
Ongoing art objectives	<u>Developing Ideas</u> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language <u>Taking Inspiration</u> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans, designers and architects Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles 					
Milestone 1 objectives Or Design Technology objectives	Designing Generate innovative ideas by carrying out research	Sculpture Show life-like qualities and real life proportions or, if	Designing Generate innovative ideas by carrying out research using surveys, interviews,	Drawing Use a variety of techniques to add interesting effects (e.g.	Designing Generate innovative ideas through research and discussion with peers and	To know about the pop art movement and artists named above.

including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making
Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating
Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work.

Technical knowledge and understanding
A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.

more abstract, provoke different interpretations
Use tools to carve and add shapes, texture and pattern
Combine visual and tactile qualities
Use frameworks (such as wire or moulds) to provide stability and form

Printing

Build up layers of colours
Create an accurate pattern, showing fine detail
Use a range of visual elements to reflect the purpose of the work



[Who is Alexander Calder? – Who Are They? | Tate Kids](#)

questionnaires and web-based resources.

Develop a simple design specification to guide their thinking.
Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making

Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.

Technical knowledge and understanding

Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Know and use technical vocabulary relevant to the project.

reflections, shadows, direction of sunlight)
Use a choice of techniques to depict movement, perspective, shadows and reflection
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
Use lines to represent movement



[Who is Georgia O'Keeffe? – Who Are They? | Tate Kids](#)



adults to develop a design brief and criteria for a design specification.
Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making

Write a step-by-step recipe, including a list of ingredients, equipment and utensils
Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding

Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products.

Painting

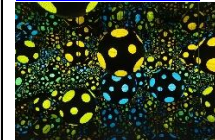
Sketch (lightly) before painting to combine line and colour
Create a colour palette based upon colours observed in the natural or built world
Use the qualities of watercolour and acrylic paints to create visually interesting pieces
Combine colours, tones and tints to enhance the mood of a piece
Use brush techniques and the qualities of paint to create texture
Develop a personal style of painting, drawing upon ideas from other artists




[Who is Peter Blake? – Who Are They? | Tate Kids](#)



[Who is Andy Warhol? – Who Are They? | Tate Kids](#)



[Who is Yayoi Kusama? – Who Are They? | Tate Kids](#)

					Know and use relevant technical and sensory vocabulary.	
Resources	Needles Cotton Fabric					
Possible outcomes	Making a pencil case	Look at the work of Alexander Calder as inspiration. Design printing block Create prints that recreate images and pattern/ space. Individually, with a partner or class, construct a hanging sculpture using wire and printed papers and other items e.g. beads, coloured foam, pipe cleaners. (Can they make 3D shapes with paper? E.g. cylinder)	Make a pulley system for a tower Or, using inspiration from Ok Go music videos, use all that they have learnt about mechanisms over the last few years to make a short video incorporating the different systems that they know. Ok Go have a website dedicated to teaching ideas: https://okgosandbox.org/	Use artists work as inspiration. Sketchbook study of nature. Look at leaves, bark, cones, shells, flowers. Practise techniques of shadow, perspective. Photocopy sketches and then add pastels and water colour wash.	Soup Refer to PSHE, science and healthy eating.	This is a project to learn about the pop art movement through the topic of identity . Learn about pop art and artists. Gather ideas/ sketches about their own identity. Take photos. Paint in the style of Peter Blake to portray their own interests and identity through their appearance.
Year 6	Blitzed!		Mighty Mountains	Survival	London Project	
Specific Art/ DT area	Drawing	DT Projects on a Page Mechanical systems- Cams	Sculpture	DT Projects on a Page Food- Celebrating culture and seasonality	Painting- Identity Art movement: Graffiti art	DT Projects on a Page Structures- Frame structures
Taking inspiration from	Henri Moore		Hokusai		Maya Hayuk, Shamsia Hassani, Banksy, Stik, Roa	Christopher Wren, Renzo Piano, Sir Charles Barry, Norman Foster, Denys Lasdun, John Nash
Ongoing art objectives	<u>Developing Ideas</u> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language <u>Taking Inspiration</u> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans, designers and architects Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles 					
Milestone 1 objectives Or Design Technology objectives	Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)	Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.	Sculpture Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations	Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief	To know about the graffiti art movement and artists named above. Painting	Designing Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.

Use a choice of techniques to depict movement, perspective, shadows and reflection
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
Use lines to represent movement



Develop a simple design specification to guide their thinking.
Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making
Produce detailed lists of tools, equipment and materials.
Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating
Compare the final product to the original design specification.
Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

Consider the views of others to improve their work.
Investigate famous manufacturing and engineering companies relevant to the project.

Technical knowledge and understanding
Understand that mechanical systems have an input, process and an output.
Understand how cams can be used to produce different types of movement and change the direction of movement.
Know and use technical vocabulary relevant to the project.

Use tools to carve and add shapes, texture and pattern
Combine visual and tactile qualities
Use frameworks (such as wire or moulds) to provide stability and form



and criteria for a design specification.
Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making
Write a step-by-step recipe, including a list of ingredients, equipment and utensils
Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating
Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding
Know how to use utensils and equipment including heat sources to prepare and cook food.
Understand about seasonality in relation to food products and the source of different food products.

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 visually interesting pieces
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



Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.
Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.


Making
Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.

Use finishing and decorative techniques suitable for the product they are designing and making.

Evaluating
Investigate and evaluate a range of existing frame structures.
Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.

Research key events and individuals relevant to frame structures.

Technical knowledge and understanding
Understand how to strengthen, stiffen and reinforce 3-D frameworks.
Know and use technical vocabulary relevant to the project.

				Know and use relevant technical and sensory vocabulary.		
Resources	Sketchbooks Chalks, drawing pencils, charcoal					
Possible outcomes	Experiment with different drawing tools, e.g. chalks, charcoals, pencils of different grades. Building on drawing techniques of perspective, light & shadow.	A vehicle or display using a cam, something related to WWII	Exploring and using Mod roc to create landscapes. Modelling and moulding techniques. Hokusai- The Great Wave. Use a wire base or newspaper to create a structure to be covered in mod roc.	Pizza, biscuits? Refer to PSHE, science and healthy eating.	This is a project to learn about the Graffiti art movement through the topic of identity . Local walk to explore street art Research street artists Discuss and compare ideas behind work. How do they identify themselves? Create design meaningful to them, using ideas inspired from local street art. Paint with different paints, styles, brushes etc.	Structures of London buildings