

# 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	<ul> <li>Experiments with blocks, colours and marks</li> <li>Beginning to use representation to communicate</li> <li>30-50 months         <ul> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>Beginning to be interested in and describe the texture of things</li> <li>Explores colour and how colours can be changed</li> <li>Use various construction materials</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>Joins construction pieces together to build and balance</li> <li>Realises that tools can be used for a purpose</li> </ul> </li> <li>40-60 months         <ul> <li>Experiments to create different textures</li> <li>Understands that different media can be combined to create new effects</li> <li>Manipulates materials to achieve a planned effect</li> <li>Uses simple tools and techniques competently and appropriately</li> <li>Selects appropriate resources and adapts work where necessary</li> <li>Explores what happens when they mix colours</li> <li>Constructs with a purpose in mind, using a variety of resources</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul> </li> </ul>							
	<ul> <li>ELG</li> <li>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>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 technology, art, music, dance, role play and stories.</li> </ul>							
EYFS Ongoing Art behaviours	<ul> <li>Thinking of ideas</li> <li>Finding ways to solve</li> <li>Finding new ways to</li> <li>Making links and not</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of g</li> <li>Planning, making dee</li> <li>Checking how well th</li> <li>Changing strategy as</li> </ul>	problems do things icing patterns in their experience grouping, sequences, cause and ef isions about how to approach a ta ieir activity is going	ing links, Choosing ways to do things ffect ask, solve a problem and reach a go					

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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	
	Explore different me <u>Taking Inspiration</u> Describe the work of	d starting points illect visual information ithods and materials as ideas deve f notable artists, artisans and desig as of artists studies to create piece	ners			
Milestone 1 objectives Or Design Technology objectives	To know about the <b>abstract</b> <b>art movement</b> and artists named above. <b>Painting</b> 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	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. 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.	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	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. 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	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	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. 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

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

Taking inspiration         Rere Magnite, Enda Kallo, Salvador Dali         Preparing fruit and vegetables         Preparing fruit and vegetables           Ongoing art objectives         Development fields Buylore idlerent methods and materials as alleas develop         Louise Bourgeois, leff Koons, Ardene Wandera,         Architecture: Farz Zaha Hadis           Ongoing art objectives         Development fields Buylore idlerent methods and materials as alleas develop         Architecture: Farz Zaha Hadis           Milestone 1 objectives Or Design Technology objectives         To know about the surrealism art movement and atrusts mand above.         Designing Generate initial idless and their own apprianes.         Soupture Besign Technology objectives         Designing Communicate their idlass thing mand above.         Designing Generate initial idless and their own apprianes.         Designing Contrast initial idless and their own apprianes.         Designing Contrast initial idless and disign criteria through make.         Designing Contrast initial idless and disign criteria t			<b>F</b> 1	1				
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Evaluating         Evaluate their ideas throughout         Fruit and vegetables to			0					
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Explore a range of existing and their products against determine the intended user's								
freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and freestanding structures in the school and freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and freestanding structures in the school and local environment <b>Technical knowledge and</b> Freestanding structures in the school and freestanding structures in the school and sch				AND.	8	0		
Who is René Magritte? – Who e.g. everyday products and <b>understanding</b> products against design		1		-	5		Who is Roné Magritto?	
Are They?   Tate Kids buildings. Explore and use wheels, axles criteria, including intended		1			0			
Evaluate their product by and axle holders.		1		H C I		0	Are mey: I rate Klus	
discussing how well it works Distinguish between fixed and <b>Technical knowledge and</b>		1		Misst				
in relation to the purpose, the freely moving axles.		1	_					
user and whether it meets Know and use technical Understand where a range of		1	•		, 0			
the original design criteria. vocabulary relevant to the fruit and vegetables come		1	Ū.					
Technical knowledge and project. from e.g. farmed or grown at		1	<u> </u>		,	<u> </u>		
understanding home.		1				-		1

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

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	Collect information,     Adapt and refine ide     Explore ideas in a va     Comment on artwor <u>Taking Inspiration</u> Replicate some of th	riety of ways ks using visual language e techniques used by notable artis	sts, artisans and designers			
Milestone 1 objectives	Create original piece     Drawing	s that are influenced by studies of Designing	To know about the	Designing	Sculpture	Designing
Or Design Technology objectives	Use different drawing pencils to show line, tone and texture Annotate sketches to explain	Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.	impressionism art movement and artists named above. Painting	Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance,	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)	Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and
	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	Use annotated sketches and prototypes to develop, model and communicate ideas. <b>Making</b> Order the main stages of making.	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	taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology,	Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide	purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.
	hatching to show tone and texture	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	produce washes for backgrounds then add detail Experiment with creating mood with colour	such as web-based recipes, to develop and communicate ideas. Making Plan the main stages of a recipe, listing ingredients,	interesting detail	Making Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and
		product they are creating. <b>Evaluating</b> Investigate and analyse books and, where available, other products with lever and		utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients.	Who is Henri Matisse? – Who Are They?   Tate Kids	assemble with some accuracy. Explain their choice of materials according to functional properties and
		linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and		Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <b>Evaluating</b>		aesthetic qualities. Use finishing techniques suitable for the product they are creating. <b>Evaluating</b> Investigate and evaluate a
		understanding Understand and use lever and linkage mechanisms.		Carry out sensory evaluations of a variety of ingredients and products. Record the	Who is Lubaina Himid? – Who Are They?   Tate Kids	range of existing shell structures including the materials, components and

		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. <b>Technical knowledge and understanding</b> 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 <b>portraiture</b> . 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 <b>impressionism art</b> <b>movement.</b> 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	Collect informatio	m starting points throughout on, sketches and resources deas as they progress	the curriculum			

	Explore ideas in a	variety of ways						
		orks using visual language						
	Taking Inspiration							
	Replicate some of	the techniques used by notal	ble artists, artisans and designe					
				5				
	Create original pieces that are influenced by studies of others							
Milestone 1 objectives	To know about the <b>cubism art</b>	Designing	Designing	Sculpture	Painting	Designing		
Or	movement and artists named	Generate realistic ideas	Gather information about	Create and combine shapes to	Use a number of brush	Generate and clarify ideas		
esign Technology objectives	above.	through discussion and design	needs and wants, and develop	create recognisable forms (e.g.	techniques using thick and	through discussion with per		
	Drawing	criteria for an appealing, functional product fit for	design criteria to inform the	shapes made from nets or solid	thin brushes to produce	and adults to develop design criteria including appearance		
	Drawing		design of products that are fit	materials)	shapes, textures, patterns and lines	0 11		
	Use different drawing pencils	purpose and specific user/s. Produce annotated sketches,	for purpose, aimed at particular individuals or groups.	Include texture that conveys	Mix colours effectively	taste, texture and aroma for an appealing product for a		
	to show line, tone and texture Annotate sketches to explain		Generate, develop, model and	feelings, expression or movement	Use watercolour paints to			
	and elaborate ideas	prototypes, final product sketches and pattern pieces.	communicate realistic ideas	Use clay and other mouldable	produce washes for	particular user and purpose Use annotated sketches and		
	Sketch lightly (no need to use		through discussion and, as	materials	backgrounds then add detail			
	a rubber to correct mistakes)	<b>Making</b> Plan the main stages of	appropriate, annotated	Add materials to provide	Experiment with creating	appropriate information an communication technology		
	Use shading to show light and	making.	sketches, cross-sectional and	interesting detail	mood with colour	such as web-based recipes,		
	shadow	Select and use a range of	exploded diagrams.	Interesting detail	Collage			
	Use hatching and cross	appropriate tools with some	Making	- matter	Select and arrange materials	develop and communicate ideas.		
	hatching to show tone and	accuracy e.g. cutting, joining	Order the main stages of	A CONTRACTOR	for a striking effect	Making		
	texture	and finishing.	making.		Ensure work is precise	Plan the main stages of a		
		Select fabrics and fastenings	Select from and use tools and		Use coiling, overlapping,	recipe, listing ingredients,		
		according to their functional	equipment to cut, shape, join		tessellation, mosaic and	utensils and equipment.		
		characteristics e.g. strength,	and finish with some accuracy.		montage	Select and use appropriate		
		and aesthetic qualities e.g.	Select from and use materials		montage	utensils and equipment to		
		pattern.	and components, including			prepare and combine		
		Evaluating	construction materials and			ingredients.		
		Investigate a range of 3-D	electrical components		A CONTRACTOR	Select from a range of		
	Plante	textile products relevant to	according to their functional			ingredients to make		
	Who is Pablo Picasso? – Who	the project.	properties and aesthetic			appropriate food products,		
		Test their product against the	qualities.			thinking about sensory		
	Are They?   Tate Kids	original design criteria and	Evaluating			characteristics.		
		with the intended user.	Investigate and analyse a range	SAC A Bashill		Evaluating		
		Take into account others'	of existing battery-powered			Carry out sensory evaluatio		
		views.	products.			of a variety of ingredients a		
		Understand how a key	Evaluate their ideas and			products. Record the		
		event/individual has	products against their own	Who is Barbara Hepworth? –		evaluations using e.g. table		
		influenced the development	design criteria and identify the	Who Are They?   Tate Kids		and simple graphs.		
		of the chosen product and/or	strengths and areas for	<u> </u>		Evaluate the ongoing work		
		fabric.	improvement in their work.			and the final product with		
		Technical knowledge and	Technical knowledge and			reference to the design		
		understanding	understanding			criteria and the views of		
		Know how to strengthen,	Understand and use electrical			others.		
		stiffen and reinforce existing	systems in their products, such			Technical knowledge and		
		fabrics.	as series circuits incorporating			understanding		
		Understand how to securely	switches, bulbs and buzzers.			Know how to use appropris		
		join two pieces of fabric	Apply their understanding of			equipment and utensils to		
		together.	computing to program and			prepare and combine food		
			control their products.			Know about a range of fres		
						and processed ingredients		
				I	1	and processed ingreatents		

		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, chalks, pastels Cardboard					
Possible outcomes	This is a project to learn about the <b>cubism art</b> <b>movement</b> through the topic of <b>identity</b> . Learn about cubism movement and artists. Draw self-portraits using cubist style and shading techniques. Pastels, chalks 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 – Sax	ons 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	<ul> <li>Collect information,</li> <li>Use the qualities of a</li> <li>Spot the potential in</li> <li>Comment on artwor</li> <li>Taking Inspiration</li> <li>Give details (includir</li> <li>Show how the work</li> </ul>	sketches and resources and prese materials to enhance ideas n unexpected results as work prog ks with a fluent grasp of visual lan	guage f some notable artists, artisans, des both society and to other artists		·	
Milestone 1 objectives Or	<b>Designing</b> Generate innovative ideas by	Sculpture Show life-like qualities and	<b>Designing</b> Generate innovative ideas by	<b>Drawing</b> Use a variety of techniques to	<b>Designing</b> Generate innovative ideas	To know about the <b>pop art</b> <b>movement</b> and artists named

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



thinking. Develop and communicate

resources.

ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

questionnaires and web-based

Develop a simple design

specification to guide their

# 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 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





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.

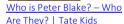
Painting

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

gualities of paint to create texture Develop a personal style of

painting, drawing upon ideas from other artists







Who is Andy Warhol? – Who



Who is Yayoi Kusama? - Who Are They? | Tate Kids

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Resources	Needles				Know and use relevant technical and sensory vocabulary.	
	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 <b>pop art movement</b> through the topic of <b>identity</b> . 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	Blit	zed!	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	Developing Ideas         • 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         Taking Inspiration         • 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	<b>Designing</b> Generate innovative ideas through research and discussion with peers and adults to develop a design brief	To know about the <b>graffiti art</b> <b>movement</b> and artists named above. <b>Painting</b>	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

# 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 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

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.

engineering companies

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 gualities 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 <b>Graffiti art movement</b> through the topic of <b>identity</b> . 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