









Long Term Planning: Art and Design and Design and Technology

Green Modules are Art focused. Blue Modules are DT focused.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>All About Me <i>Sketching and Painting</i></p> <ul style="list-style-type: none"> • Colour mixing • Sketching • Observation • Using simple tools <p>Outcome Example:</p> 	<p>Celebrations <i>Sketching, Printing and Collage</i></p> <ul style="list-style-type: none"> • Using Tools • Colour Selection • Materials • Artist-Julia Goodswen <p>Outcome Example</p> 	<p>Where do we come from? Structures (See CQ DT 1.2)</p> <ul style="list-style-type: none"> • Design a structure • Use and join a variety of materials • Use tools to cut materials • Evaluate final piece <p>Outcome Example</p> 	<p>Space! Shoe Box Solar Systems</p> <ul style="list-style-type: none"> • Research the elements of the solar system. • Combine materials including paint, sequins and 3D objects (planets) to create a final outcome. <p>Outcome Example</p> 	<p>The UK Cook foods from the four countries of the UK</p> <ul style="list-style-type: none"> • Know about healthy foods • Use tools to cut, spread and measure out ingredients safely • Evaluate product • Make changes to original product <p>Outcome Example</p> 	<p>By the Seaside <i>Sketching and Pastels</i></p> <ul style="list-style-type: none"> • Sketching • Using pastels • Blending colours • Cold Colours / Warm Colours • Adding materials to art work <p>Outcome Example</p> 

Year 1

The Tudors
Frame Structures
(See CQ DT 1.3)

- Be inspired by architecture
- Design my own Tudor house using key Tudor features
- Use a range of materials and tools to build structures
- Evaluate my structure and make adjustments where necessary



Rain, Sleet and Snow
Focus Artist: Turner
Sketching and Painting

- Colour Mixing
- Sketching
- Use of brush strokes
- Emotion in Art

Outcome Example



Walking on The Wild Side
Side
Focus Artist: Rousseau
Sketching and Collage

- Cut, tear and glue materials
- Sort and arrange materials
- Mix materials to create texture
- Compare pieces to the work of Rousseau



Florence Nightingale
Stitch an Apron for Florence Nightingale

- Join materials using a running stitch
- Shape textiles using templates
- Colour and decorate textiles



In Flanders Fields
Portable Snacks
See CQ DT 1.8)

- Cut peel and grate ingredients safely and hygienically
- Measure / weigh ingredients using cups, spoons or electronic scales
- Assemble / cook ingredients



Conservation Cadets
Focus Artist: Ndambo
Sketching and Pastels

- Describe the work of notable artists
- Use some of the ideas taken from the greats to create your own piece
- Use lines of different sizes and thicknesses to create an effect
- Use dots and lines to create texture
- Use different colours to create tone
- Begin to blend



Year 2

Telling Tales

Focus Artists: Dali and Plensa

Sketching and Sculpture

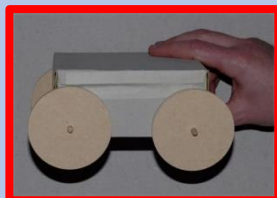
- Show pattern and texture by adding dots and lines
- Use a combination of shapes
- Include lines and texture
- Use techniques such as rolling, cutting, moulding and carving



The Polar Express

Wheel and Axle Mechanisms (See CQ DT 1.7)

- Create products using wheels and winding mechanisms
- Use materials to practise drilling, screwing and nailing materials to make and strengthen products
- Cut materials safely
- Measure and mark out materials to the nearest centimetre
- Make and refine products as they are being developed



Queen Elizabeth II

Solid Structures (See CQ DT 1.4)
Use a variety of materials to build Buckingham Palace – Consider how to strengthen your structure and decorate it effectively

- Define the word 'stable'
- Use a variety of materials to practise drilling, screwing and gluing materials to strengthen them.
- Suggest improvements to original design



Gardener's World

Focus Artist: Georgia O'Keefe
Sketching, Oil Pastels

- Draw lines of different sizes and thickness
- Use colour neatly to complete own work
- Develop blending skills and how to create different tones with pastels
- Take inspiration from an artist and create own O'Keefe-esque piece.
- Evaluate work and suggest how it could be improved.



An American Dream

POP Task: Create a Slider Card for an American Day of Celebration (Thanksgiving / Independence Day etc)

(See CQ DT 1.5)

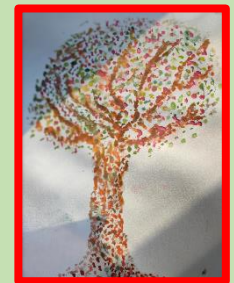
- Design a product that has a clear purpose and intended user
- Make products and refine your work as you go
- Cut and measure with a degree of accuracy
- Join materials using glue, tape and split pins



At the Seaside (Impressionism)

Focus Artists: Monet
Sketching, Painting and Printing

- Use thick and thin brushes
- Mix primary colours to make secondary colours
- Add white to colours to make tints and black to colours to make tones
- Create colour wheels
- Use a range of colours to create one image



Year 3

Habitats

Focus Artists: Megan Coyle and Nick Mackman

Collage and Sculpture

- Select and arrange materials for a striking effect
- Ensure work is precise
- Use coiling, overlapping, tessellation, mosaic and montage
- Create and combine shapes to create recognisable forms
- Include texture that conveys feelings, expression or movement
- Use clay and other mouldable materials

Stone to Bronze

**Paper Circuits
(See CQ DT 2.3)**

POP Task: Create a Christmas Card that contains an LED circuit that lights up a part of the card.

- Create circuits using electronics kits that employ a number of components
- Explain how the circuit works
- Incorporate the electrical circuit into a design
- Explore designs identifying designs that you like and dislike
- Evaluate the final product and suggest improvements that could be made

Trade and Transport

El Greco: Art and Religion

Sketching and Watercolour Paint

- Replicate some of the techniques used by great artists.
- Create original pieces inspired by the techniques of others.
- Use shading to demonstrate light and shadow
- Use hatching and cross hatching to show tone and texture
- Use watercolour to create a wash for a background and then add detail

The Iron Age

**Frame Structures
(See CQ DT 2.6)**

Look at the Tarr Steps Bridge – this was made during the Iron Age!

POP Task: Design a new Bridge that will not have the same issues as the Tarr Steps Bridge and build it.

- Explore how products have been created.
- Suggest improvements to existing designs
- Design a product with a specific purpose
- Choose suitable techniques to construct products
- Strengthen materials using suitable techniques.

Monet, Mair and Mountains

Printing and Collage

- Use layers of two or more colours
- Replicate patterns found in the world around you
- Make precise repeating patterns
- Make printing blocks
- Use overlapping to



create a desired effect



Ancient Egypt

POP Task: Create a starter for a 3 course, Egyptian themed meal. It must be suitable for your friend who has specific food needs. (See CQ DT 2.9 Dips)

- Design products that have a clear purpose and intended consumer.
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients
- Review the product and make adaptations in

- Add different materials to add interesting detail



light of



changes to the brief.

Year 4

Location, Location

Abstract Art

Key Artists:

Kandinsky, Moore and Pollock

Sketching, Pastels and Painting

- Describe the work of notable artists using appropriate language.
- Consider the reasons why artists chose

Ancient Greeks

Sculpture: Greek Urns

Painting and Sculpture

- Use mouldable materials to create a particular shape.
- Use appropriate materials for adhering the materials to one another

The Celts and the Romans

Textiles: Design and Make a Pillow

- Understand the need for a seam allowance
- Join textiles with appropriate stitching
- Select the most appropriate techniques to

The Anglo-Saxons and the Vikings

Food: Vegetable Soup (See CQ 2.8 DT Folder)

- Prepare ingredients hygienically using appropriate utensils
- Measure ingredients to the nearest gram with accuracy

Meandering Meon

Linked Levers (See CQ DT 2.4)

- Choose suitable techniques to construct products
- Strengthen materials using suitable techniques
- Use scientific knowledge of transference of forces to

The British Empire

Royalty

Focus Artist: Hans Holbein

Sketching and Painting

- Replicate some of the techniques used by notable artists, artisans and designers
- Create original pieces that are influenced by

- to create abstract works
- Replicate some of the techniques used by notable artists
 - Create your own piece that is inspired by the work of the greats.



- Design an appropriate pattern for your sculpture
- Add your pattern/picture using thick and thin brushes to create shapes, textures, patterns and lines.



- decorate textiles
- Design a product with an intended user
 - Evaluate product suggesting improvements for the future.



improvements for the future.

- Follow a recipe
- Assemble and cook ingredients (**controlling the temperature of the oven or hob**) **This will have to be done as homework.**
- Adjust the design of a recipe to accommodate the needs of the eater



- choose appropriate mechanisms for a product – levers, pulleys and gears
- Design a product using your knowledge of levers
 - Annotate designs demonstrating knowledge of transference



- the study of the masters.
- Sketch lightly and carefully
 - Use different hardnesses of pencil to show line, tone and texture
 - Use hatching and cross-hatching to show tone and texture
 - Use brush techniques to produce shapes, textures, patterns and lines
 - Mix colours effectively
 - Experiment with creating mood with colour



Year 5

Space

A Journey in Space
Focus Artist: Robert McCall

Sketching, Painting and Sculpture

- Use a variety of techniques to add interesting effects (eg reflections, shadows, directions of sunlight).
- Use a choice of techniques to depict movement, perspective, shadow and reflection
- Choose a style of drawing appropriate for the work
- Use lines to represent movement.
- Show life-like qualities and real life proportions
- In abstract sculpture,

Scrumdidliumptious

Food Throughout the Year

Food for Cultural Events

(See CQ DT 3.8)

- Design with the user in mind
- Make products and improve through a process of refinement
- Ensure products have a high quality finish
- Understand the importance of correct storage and handling of ingredients
- Measure accurately and calculate ratios to scale up and down from a recipe
- Demonstrate a range of cooking and

The Blitz

Modern Art

Focus Artists: Nash and Eisenlohr

Sketching, Printing and Collage

- Develop and imaginatively extend ideas from starting points throughout the curriculum
- Comment on artwork with a fluent grasp of visual language.
- Build up layers of colour
- Create an accurate pattern showing fine detail
- Use a range of visual elements to reflect the purpose of the work
- Mix textures (rough, smooth, plain and patterned)

Stars and Stripes

Pop Art

Focus Artists – Warhol, Lichenstein

Sketching and Painting

- Choose a style of drawing appropriate to the artwork
- Use lines to represent movement
- Use genre specific techniques to show pattern and create texture
- Use the qualities of acrylic paint to create visually interesting pieces
- Combine colours, tones and tints to enhance the mood of a piece
- Develop a personal style of painting, drawing upon

The Apprentice

Frame Structures - Kites

(See CQ DT 3.5)

- Cut materials with precision and refine the finish with appropriate tools (ie using sand paper to complete wooden structures)
- Show an understanding of the qualities of different materials to choose appropriate tools to cut and shape
- Develop a range of practical skills to create products – cutting, drilling, screwing, nailing, gluing, filing and sanding

Our Oceans

Electronic Motors (See CQ DT 3.3)

- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices
- Create innovative designs to improve on existing products
- Evaluate and suggest improvements to your design
- Create circuits using electronics kits that employ a number of components (LEDs, resistors, transistors and chips)
- Use innovative combinations

create work that provokes 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.

baking techniques

- Create and refine recipes



- Combine visual and tactile qualities



ideas from other artists

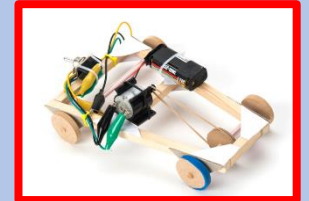
- Develop and imaginatively extend ideas from starting points throughout the curriculum
- Comment on artwork with a fluent grasp of visual language.



- Design with a user in mind, motivated by the service a product will offer
- Refine work and techniques as the product progresses, continually evaluating the product design
- Use prototypes and cross-sectional diagrams to represent designs



of electronics and mechanics in product design



<p>Year 6</p>	<p><u>From Rags to Royalty</u> Exploring Expressionism Focus Artist: Henri Matisse <i>Sketching and Pastels</i></p> <ul style="list-style-type: none"> • Give details, including own sketches, about the work of some notable artists and artisans. • Show how the work of those studied was influential in both society and to other artists • Create original pieces that demonstrate the influence of other artists • Use a variety of techniques to add interesting effects • Use a choice of techniques to depict movement, perspective, 	<p><u>Early Islamic Civilisation</u> Arch Structures (See CQ DT 3.4)</p> <ul style="list-style-type: none"> • Combine elements of design throughout history • Create innovative designs that improve upon what already exists • Cut materials with precision and refine the finish with appropriate tools (ie using sand paper to complete wooden structures) • Show an understanding of the qualities of different materials to choose appropriate tools to cut and shape 	<p><u>Rainforests</u> DT: Bolognese (See CQ DT 3.10)</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of cooking and baking techniques • Create and refine recipes, including ingredients, methods, cooking times and temperatures 	<p><u>Is it Art? Surrealism</u> Focus Artists: Dali, Miro, Rothko <i>Painting and Sculpture</i></p> <ul style="list-style-type: none"> • Give details, including own sketches, about the work of some notable artists and artisans. • Show how the work of those studied was influential in both society and to other artists • Create original pieces that demonstrate the influence of other artists • Show life-like qualities and real life proportions • In abstract sculpture, create work that provokes different interpretations 	<p><u>The Aztecs</u> Pulleys and Gears (See CQ DT 3.6)</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (cutting, drilling, screwing, nailing, gluing, filing, sanding) • Convert rotary motion to linear motion • Use innovative combinations of electronics (or computing) and mechanics in product design. • Cut materials with precision and refine the finish with appropriate tools – ie sanding wood after cutting • Make products through stages of prototypes, making 	<p><u>Explorers</u> Cultural Tradition in Art Focus Artist: Richard Kimbo <i>Sketching and Batik Printing (on material)</i></p> <ul style="list-style-type: none"> • Give details, including own sketches, about the work of some notable artists and artisans. • Show how the work of those studied was influential in both society and to other artists • Create original pieces that demonstrate the influence of other artists • Build up layers of colour • Create an accurate pattern showing fine detail
----------------------	--	---	---	---	---	--

shadow and motion

- Choose a style of drawing appropriate to the work



- Develop a range of practical skills to create products – cutting, drilling, screwing, nailing, gluing, filing and sanding
- Design with a user in mind, motivated by the service a product will offer



- Design with the consumer in mind
- Make products, refining the product at each stage
- Ensure product is well presented for the consumer



- 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.



continual refinements

- Use prototypes and cross-sectional diagrams
- to represent designs.



- Use a range of visual elements to reflect the purpose of the work

