

Art, Design and technology coverage:

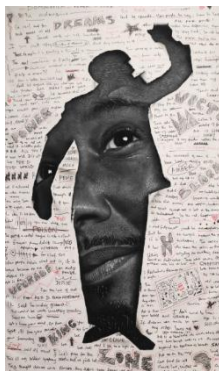
	Art	DT	Art	DT	Art	DT
Reception	Damien Hurst- painting skills and colour mixing 	Sculpture: Mud/ clay hedgehogs. 	Kandinsky: printing and patterns. 	Junk Modelling: robots 	Henry Matisse- shapes and collage 	Cooking: Simple fruit salad 
	❖ Look at the work of Damien Hurst and discuss likes and dislikes. ❖ Learn the primary colours and how to mix colours. ❖ Experience painting on different surfaces and using objects rather than a paintbrush.	❖ Read a range of books linked to hedgehogs. ❖ Discuss what they look like. ❖ Go on a nature walk and gather resources and rubbings. ❖ Learn the skills of rolling and kneading. ❖ Create verbal stories based on their creations.	❖ Explore the work of Kandinsky- specifically spotting shapes. ❖ Have opportunities to print using a wide range of objects and shapes. ❖ Using counters or objects- children can plan their repeating patterns. ❖ Create a class art gallery for children to share their creations.	❖ Read a range of books linked to robots. ❖ Discuss the shapes used for their bodies and the common features of each robot. ❖ Draw a robot. ❖ Create the robot- exploring how to attach body parts and add colour. ❖ Provide verbal evaluations about their robot.	❖ Learn about the work of Henry Matisse and have opportunities to discuss. ❖ Have access to a range of different fabrics, paper and textures and discuss likes and dislikes. ❖ Learn the skills of tearing, folding and scrunching paper. ❖ Create their own versions of Matisse's work.	❖ Read books linked to fruits. ❖ Learn the names of a range of fruits. ❖ Have the opportunities for tasting- focussing on senses. ❖ Read the recipe and discuss purpose of instructions when cooking. ❖ Learn the skills of cutting fruit safely, measuring and preparing food hygienically.

Year 1	Art	DT	Art	DT	Art	DT
	Using colour to express emotion. 	D & T Focus with Art elements: sculpture and architects. 	Mondrian inspired collage (including technology). 	Mechanisms: wheels and axels 	Relief printing: self portraits  portraits	Lithuanian chefs: unusual flavoured ice creams 
	❖ Look at ❖ Learn about the work of Georgia O'Keeffe, specifically her flower creations. ❖ Explore using watercolours, collage, chalk and paint to create flowers (recap colour mixing and also mixing paint in sand). ❖ Consider the use of colour to show emotions in Georgia O'Keeffe's work. ❖ Children to create a series of different flowers- each one to show an emotion by colours e.g dark colours for unhappy.	❖ Learn what an 'architect' is and what 'architecture' is'. ❖ Learn the significance of Brunel's work. ❖ Look at examples of important UK buildings/ local buildings. ❖ Discuss the differences between 2d and 3d. ❖ Sketch features of the school. ❖ Trial building structures in paper, Lego and clay. ❖ Evaluate the effectiveness of each for a structure.	❖ Learn about Piet Mondrian and compare to artwork today. ❖ Explore creating arranging coloured paper- developing collage skills. ❖ Explore using paint, chalk, pencils, watercolours to add colour. ❖ Explore using computers / iPad to create a digital collage. ❖ Compare each piece of work and evaluate the effectiveness of the tools used.	❖ Learn the key words: wheel, axel holder, axle, circular disc. ❖ Conduct a study: what stops wheels from turning. Explore different shapes and materials for wheels. ❖ Design a vehicle.	❖ Explore the work of both Andy Warhol and Jean- Michel Basquiat. ❖ Draw simple self portraits. ❖ Learn the skills of relief printing- use string / straws (or Styrofoam) to create the self portrait and print ❖ Design the colours for the repeated design. ❖ Create and evaluate.	❖ Learn about the ❖ Learn about the Lithuanian chefs and the impact they have had on ice creams. ❖ Learn about Ruth Graves Wakefield and her pioneering in the 1930s- compare to the Lithuanian Chefs. ❖ Carry out a questionnaire to see what flavours people like. ❖ Design, make and evaluate against the criterion.

Year 2						
	Art	DT	Art	DT	Art	DT
	Pointillism: using a range of mediums including technology. 	Textiles: weaving and sewing 	Gerhard Richter- printing 	Paul Klee: class landscapes. 	Observational sketching: Henry Rousseau 	Sculpture: Paper Mache Islands 
❖ Explore the history of pointillism and Georges Seurat ❖ Explore using paint, pens, chalks, crayons for pointillism. ❖ Trial doing different size dots, and different distances from each other. ❖ Learn how to create pointillism pictures on an ipad or laptop. ❖ Compare work produced and evaluate which is the most effective and why.	❖ Learn about the work of Andean weavers and consider the impact on the 21st century. ❖ Learn how to thread a needle and thread. ❖ Learn how to weave included: knotting, twisting, fringing, fraying. ❖ Plan their wall hanging, including their stitched name label. ❖ Create the wall hanging and evaluate against their plans.	❖ Evaluate the abstract work of Gerhard Richter, specifically how the patterns are made. ❖ Explore printing by rolling over objects (netting), scratching off paint and overprinting. ❖ Plan and evaluate their own interpretation of Gerhard Richter's work.	❖ Learn about the work of Paul Klee. ❖ Learn the collage skills of: fold, crumple, overlap. ❖ Plan a section of the class landscape based on a photo. ❖ Using a wide range of resources, create class landscape. ❖ Share the finished landscape in assembly and share evaluations.	❖ Look at the work of Henry Rousseau and compare to the classes current style of drawing plants. ❖ Learn sketching techniques: stippling, cross hatching, shading. ❖ Explore sketching a range of plants. ❖ Using pencils, chalk and charcoal- children to create their own plant scene and evaluate against the criteria.	❖ Design the sculpture in groups. ❖ Create a practice model- using lego, paper, junk modelling and adapt if needed. ❖ Learn how to use paper mache. ❖ Consider the use of colour/ textures. ❖ Evaluate strength of model.	

						on not having four edges to the shape.
Year 4						
	Art	DT	Art	DT	Art	DT
	Culture clash: self portraits. 	Product design: smoothies 	Abstract wax resist and printing. 	Sustainable sculptures 	Painting skills: volcanoes. 	Mosaics and clay coasters 
	❖ Explore the work of Jil Mandeng and evaluate the meaning behind the combined mediums.	❖ Explore fruits using senses. ❖ Write a questionnaire on fruits others like.	❖ Compare abstract and realistic art. ❖ Explore the work of Beatrix Milhazes.	❖ Explore the work of Josh Gluckstein and his sustainable sculptures.	❖ Look at famous paintings of volcanoes e.g Mount Vesuvius,	❖ Learn about the history/ purpose of mosaics and artefacts.

	❖ Trial combining different faces from magazines/ photos- explore which collage styles are the most effective and show greater meaning. ❖ Trial layering on top of photos / magazines- give children access to a range of mediums. ❖ Plan a self portrait- using photos of themselves- representing aspects of their personalities.	❖ Design fruit smoothie based on the questionnaire results ❖ Use cooking skills to create smoothies based on the design. ❖ Partners complete an evaluation on their smoothie.	❖ Trial using chalk/ oil pastels/ water colours to layer ❖ Learn how to apply wax resist. ❖ Have opportunities to combine printing techniques to the wax resist. ❖ Cut out and re arrange shapes to create abstract art.	❖ Explore methods of attaching and layering: sewing, weaving, gluing, folding, coiling and moulding over armature. ❖ Design a sculpture in groups- following a design brief.	Mount St Helens, Mount Etna. ❖ Learn about Jackson Pollock's and Frank Bowling and provide opinionsre using Purple mash to create their own drip style photo. ❖ Explore the use of colour to add warmth or coldness to artwork. ❖ Trial using paint to splatter/ drip and layer ❖ Once dry- trial scratching away layers, adding pen, chalk etc to add detail. ❖ Children are to use the above skills to create a volcano scene.	❖ Using technology- create repeating patterns. ❖ Learn how to use clay effectively: coiling, slabbing, moulding. ❖ Each child to make mosaic size tiles out of clay. ❖ Following their plan, children to paint and arrange the tiles onto the piece of cardboard / wood.
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Year 5						
	Art	DT	Art	DT	Art	DT
	Graffiti Art	Sewing: the Bayeux Tapestry	Activism art	Make do and mend	Optical art	Steady hand games
						

	❖ Evaluate and discuss the work of Banksy and discuss his morals- focussed on local works. ❖ Explore the work of Jean Michel Basquiat and compare to the work of Banksy. ❖ Create an initial sketch of a Banksy inspired work in sketchbooks ready to create a printing block. ❖ Learn printing techniques e.g mono printing and block printing. ❖ Use other media to add layers to the work.	❖ Learn about the Bayeux Tapestry and the significance to History. ❖ Design an embroidery to represent each pupil. ❖ Learn the sewing techniques: straight stitch, cross stitch, over stitch, pearl stitch, blanket stitch. ❖ Create and evaluate to improve.	❖ Explore the work of Ken Nwadiogbu and the underlying meanings and themes of eyes. ❖ Recap key sketching skills and learn how to draw eyes. ❖ Have opportunities to explore using a range of mediums to add shade, tone and depth. ❖ Plan a meaningful art piece, including the words for the background. ❖ Create final piece and display around the school.	❖ Learn about the designer Raeburn and the importance of sustainability. ❖ Compare to WW2 'make do and mend' movement. ❖ Learn how to fashion sketch. ❖ Disassemble textile products to understand how they've been constructed. ❖ Design an item e.g a t shirt, a jacket etc. ❖ Create a mock up version ❖ Form final product and compare to design criteria.	❖ Explore the work of Graham Crowley and the juxtapositions he uses. ❖ Compare Crowley's work with other illusionist work such as Bridget Riley. ❖ Learn about optical art in the early 1960s ❖ Learn how to split the page and label the panels A and B. ❖ Layer a range of mediums on the top to add further illusion.	❖ Evaluate a range of practical toys e.g steady hand games. ❖ Create a base- using wood and simple joining skills. ❖ Learn how to create a circuit: wire for handle, crocodile clips, buzzer, insulating tape. ❖ Design a simple toy- considering the shape and aesthetics for children. ❖ Evaluate against criteria
Year 6	Art Indigenous inspired maps	DT Marco Polo and Morse code	Art Mythical creatures	DT Figure sculptures	Art Watercolour nature	DT Automata toys
						

	❖ Explore Aboriginal and Indigenous art and its history. ❖ Discuss the key features of the artwork. ❖ Use technology to find Google Earth images of the local area and transfer the key structural elements. ❖ Explore layering and adding patterns to add the Indigenous style. ❖ Share the maps with other year groups- see if they can identify the key landmarks	❖ Explore the history of Morse code and the importance it holds. ❖ Learn how to send strings within micro bits. ❖ Learn how to send and receive numbers between micro bits. ❖ When programmed- test sending messages to friends. https://makecode.microbit.org/courses/csintroradio/activity	❖ Recap a range of methods which add texture: printing with bubble wrap, wallpaper. ❖ Recap adding tonal values. ❖ Explore the shapes found in different eyes and record annotations. ❖ Use clay to create the base of the eye, add paint and printing techniques to add depth and tone. ❖ Create stories linked to their mythical eyes and share with younger classes.	❖ Explore the work of Anthony Gormley and compare to other sculpture work: Barbara Licha, Leslie Dill. ❖ Building on fashion sketching skills- recap drawing the human body in proportion. ❖ Develop sketching skills of drawing gestures to consider how the human body moves and expresses emotion. ❖ Follow the instructions- checking the proportion guides in the plans e.g. if the person is sat down, the legs are shorter. ❖ Build on the 2D structure to create a moving structure and attach to the base. https://thatartteacher.com/2022/12/10/wire-figure-sculpture/	❖ Explore the work of Phillip Steer and the impact of using a wash and wet on wet. ❖ Explore the work of Joseph Turner and the impact of using wet on dry. ❖ Learn the anatomy of the brush and the affects different parts the brush can make. ❖ Explore Francis Towne: using pen under and on top of watercolours ❖ Trial using salt on paint, masking fluid. ❖ Take photos of the local environment and take inspiration for own landscape artwork. https://www.accessart.org.uk/introduction_to_watercolour/	❖ Deconstruct the frame and parts of the system. ❖ Learn the key words: frame, cams, gears, pulleys, follower. ❖ Explore the shape of cams and how this changes the movement of the follower. ❖ Conduct research on the toy / animal. ❖ Design, evaluate and improve product to fit the specification.
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