Art and Design and Design Technology Whole School Overview 24 25

|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
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| **N** | **MARK MAKING AND SOUND**  **Experiments with a range of media, tools,**  **materials, sound and whole body movement**  **through multi-sensory exploration. When holding**  **crayons, chalks, etc., makes connections between**  **their movement and the marks they make.** | | **CREATING MATERIALS**  **Enjoys the sensory experience of making marks**  **in food, damp sand, water, mud, paste or paint.**  **Notice and becomes interested in the**  **transformative effects of their action on materials**  **and resources.** | | **MOTOR SKILLS**  **Manipulates objects using hands singularly and**  **together. Shows increasing control in holding,**  **using and manipulating a range of tools and**  **objects. Holds mark making tool with thumb and**  **all fingers.** | |
| **Pre** | **HOW CAN WE EXPLORE MATERIALS AND MARKS**  **Nursery night time collage**  **Transforming objects**  **Printing with string**  **Galaxy painting**  **Autumn floor textiles**  **Collage with wax crayon rubbing** | | **HOW CAN WE US OUR BODIES TO MAKE ART**  **Dancing to art**  **Movement maps**  **Hands, feet and flowers**  **Repeat pattern printing roller**  **To colour (what does colour smell like and feel**  **like)** | | **HOW CAN WE EXPLORE 3D MATERIALS**  **Insect hotels**  **Fruit and veg heads**  **Magic caring box**  **Clay pens**  **Marble hole punch sketch books** | |
| **Rec** | **WHAT CAN WE SEE Finding circles Shells –**  **observational and imaginative drawing Collecting,**  **arranging and drawing Still life compositions inspired**  **by Cezane** | | **HOW CAN WE EXPLORE COLOUR**  **Explorers books – collecting colour T-shirt paintings** | | **HOW CAN WE BUILD WORLDS**  **World in a matchbox Prop making for toys Creating a**  **book world** | |
| **YEAR 1** | **FOOD**      Develop a food vocabulary using taste, smell, texture and feel; Group familiar food products e.g. fruit and vegetables; Explain where food comes from; Cut, peel, grate, chop a range of ingredients; Work safely and hygienically; Understand the need for a variety of foods in a diet; Measure and weigh food items, non-statutory measures e.g. spoons, cups.    **Outcome:**  A modern, healthy, fruity porridge | **DRAWING & SKETCHBOOKS**    SPIRALS  Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.        **Outcome:**  A range of spiral drawings | **WORKING IN 3D**    PLAYFUL MAKING  Exploring materials and intention through a playful approach.        **Outcome:**  3D weather symbols | **TEXTILES**      Cut out shapes which have been created by drawing round a template onto the fabric; Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape; Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons; Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.    **Outcome:**  A stuffed teddy | **SURFACE & COLOUR**    INSPIRED BY FLORA & FAUNA  Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.        **Outcome:**  Make a collage of plants and minibeasts | **MECHANISMS**        Join appropriately for different materials and situations e.g. glue, tape; Fold, tear and cut paper and card; Cut along lines, straight and curved; Use a hole punch; Insert paper fasteners for card; Experiment with levers and sliders to find different ways of making things move in a 2D plane.    **Outcome:**  A picture of an explorer moving across a scene |
| **YEAR 2** | **STRUCTURES**      Explore how to make structures stronger; Investigate different techniques for stiffening a variety of materials; Test different methods of enabling structures to remain stable; Join appropriately for different materials and situations e.g. glue tape; Mark out materials to be cut using a template.  Use a glue gun with close supervision.    **Outcome:**  A new wonder of the world | **DRAWING & SKETCHBOOKS**    EXPLORE & DRAW  Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.      **Outcome:**  A composition using cut outs of own work and collage | **WORKING IN 3D**    BE AN ARCHITECT  Exploring architecture and creating architectural models.      **Outcome:**  An architectural building that would fit in in Shanghai | **MECHANISMS**      Try out different axle fixings and their strengths and weaknesses; Make vehicles with construction kits which contain free running wheels; Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels; Roll paper to create tubes; Cut dowel using hacksaw and bench hook; Attach wheels to a chassis using an axle; Mark out materials to be cut using a template.    **Outcome:**  An old-fashioned aeroplane on wheels | **SURFACE AND COLOUR**    EXPLORING THE WORLD THROUGH MONO PRINT  Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.      **Outcome:**  A simple crown using mono printing | **FOOD**      Develop a food vocabulary using taste, smell, texture and feel; Group familiar food products e.g. fruit and vegetables; Explain where food comes from; Cut, peel, grate, chop a range of ingredients; Work safely and hygienically; Understand the need for a variety of foods in a diet; Measure and weigh food items, non-statutory measures e.g. spoons, cups.    **Outcome:**  A picnic to take on a visit to the seaside |

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| **YEAR 3** | **FOOD**        Develop sensory vocabulary / knowledge using, smell, taste, texture and feel; Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury); Follow instructions / recipes; Make healthy eating choices – use the *Eatwell plate*; Join and combine a range of ingredients; Explore seasonality of vegetables and fruit; Find out which fruit and vegetables are grown in countries/continents studied in Geography.    **Outcome:**  A warming broth for the Antarctic | **SURFACE & COLOUR**    Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a volcano.        **Outcome:**  A volcanic picture with stitching to add detail | **DRAWING & SKETCHBOOKS**    Making loose, gestural drawings with charcoal, and exploring drama and performance.        **Outcome:**  A cave drawn with charcoal and caveman project | **MECHANICAL  SYSTEMS**        Develop vocabulary related to the project; Use lolly sticks/card to make levers and linkages; Use linkages to make movement larger or more varied.    **Outcome:**  A historical picture of a child working with levers and linkages to make it move – creating a collaborative class book | **WORKING IN 3D**  TELLING STORIES THROUGH DRAWING AND MAKING  Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.        **Outcome:**  A 3D model of a character inspired by the play scripts read in English | **STRUCTURES**    Develop vocabulary related to the project; Create shell or frame structures; Strengthen frames with diagonal struts;  Make structures more stable by giving them a wide base; Measure and mark square section, strip and dowel accurately to 1cm. painted and stitched piece.        **Outcome:**  A pyramid structure made from doweling |
| **YEAR 4** | **DRAWING & SKETCHBOOKS**  STORYTELLING THROUGH DRAWING  Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.      **Outcome:**  A zine book based on the rainforest | **TEXTILES**        Develop vocabulary for tools materials and their properties.  Understand seam allowance.  Join fabrics using running stitch, over sewing, blanket stitch; Prototype a product using J cloths; Use prototype to make pattern; Explore strengthening and stiffening of fabrics; Explore fastenings (inventors?) and recreate some; Sew on buttons and make loops; Use appropriate decoration techniques.    **Outcome:**  A pair of Roman sandals (focus on sewing base and adding ribbon for ties) | **FOOD**  Develop sensory vocabulary / knowledge using, smell, taste, texture and feel; Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury); Follow instructions / recipes; Make healthy eating choices – use the *Eatwell plate*; Join and combine a range of ingredients; Explore seasonality of vegetables and fruit; Develop understanding of how meat / fish are reared/caught.    **Outcome:**  A pizza with locally sourced / seasonal food toppings | **SURFACE & COLOUR**  EXPLORING PATTERN  Exploring how we can use colour, line and shape to create patterns, including repeating patterns.        **Outcome:**  A pattern based on Greek design | **ELECTRICAL SYSTEMS & ICT**        Incorporate a circuit into a model; Use electrical systems such as switches bulbs and buzzers; Use ICT to control products.    **Outcome:**  An electrical quiz game based on the water cycle | **WORKING IN 3D**  THE ART OF DISPLAY  Explore how the way we display our work can affect the way it is seen.      **Outcome:**  A statue positioned on a plinth based on a person from Anglo Saxon times |

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| **YEAR 5** | **DRAWING & SKETCHBOOKS**  TYPOGRAPHY & MAPS  Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.      **Outcome:**  A 3D map inspired by the Tudors including typography | **TEXTILES**        Use the correct vocabulary appropriate to the project; Create 3D products using patterns pieces and seam allowance; Understand pattern layout; Decorate textiles appropriately (often before joining components); Pin and tack fabric pieces together; Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision); Combine fabrics to create more useful properties; Make quality products.    **Outcome:**  A sewn pair of hand warmers suitable to wear in the Alps | **FOOD**        Prepare food products taking into account the properties of ingredients and sensory  characteristics; Weigh and measure using scales; Select and prepare foods for a particular purpose; Work safely and hygienically; Show awareness of a healthy diet (using the eatwell plate); Use a range of cooking techniques; Know where and how ingredients are grown and processed; Consider influence of chefs e.g. Jamie Oliver and school meals.    **Outcome:**  A pie for the local cotton mill children | **SURFACE & COLOUR**  MAKING MONOTYPES  Combine the monotype process with painting and collage to make visual poetry zines.        **Outcome:**  A visual poetry zine about the desert | **MECHANICAL SYSTEMS**        Develop a technical vocabulary appropriate to the project; Use mechanical systems such as cams, pulleys and gears.    **Outcome:**  A toy that could be used by a child in the early 1940s | **WORKING IN 3D**  SET DESIGN  Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.        **Outcome:**  A set design of the ocean in a shoebox |
| **YEAR 6** | **ELECTRICAL SYSTEMS & ICT**      Use electrical systems such as motors; Program, monitor and control using ICT.    **Outcome:**  An alarm for a box of school playground equipment | **DRAWING & SKETCHBOOKS**  2D DRAWING TO 3D MAKING  Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.  4th Grade Viking Ships  **Outcome:**  A Viking longboat / home 2D to 3D structure | **STRUCTURES**      Use the correct terminology for tools materials and processes; Use bradawl to mark hole positions; Use hand drill to drill tight and loose fit holes; Cut strip wood, dowel, square section wood accurately to 1mm; Join materials using appropriate methods; Build frameworks to support mechanisms; Stiffen and reinforce complex structures.    **Outcome:**  A home for an wild animal in the local area – hedgehog / bird / insect | **FOOD**        Prepare food products taking into account the properties of ingredients and sensory characteristics; Weigh and measure using scales; Select and prepare foods for a particular purpose; Work safely and hygienically; Show awareness of a healthy diet (using the eatwell plate); Use a range of cooking techniques; Know where and how ingredients are grown and processed; Consider influence of chefs e.g. Jamie Oliver and school meals.    **Outcome:**  A Maya inspired tortilla and dip | **WORKING IN 3D**  SHADOW PUPPETS  Explore how traditional and contemporary artists use cutouts and shadow puppets.        **Outcome:**  Shadow puppets for the Maya creation story | **SURFACE & COLOUR**  ACTIVISM  Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.        **Outcome:**  An activism style poster based on the effects of climate change / traffic / litter in the local area |