



Art and DT Long Term Plan

<u>Year A</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS1	<p><u>Still Life Drawing</u> Children to develop pencil control by working from observations. Exploring the work of Vincent Van Gogh (Sunflowers)</p> <p><u>Autumn Leaf rubbings / Clay leaves</u> Children to create marks and develop control by using a range of tools and techniques.</p> <p><u>DT: Food Technology.</u> Children to develop an understanding of healthy eating and learn to safely prepare a simple dish.</p>	<p><u>Collage – UK Countries.</u> Create collages based on drawings by using a range of materials.</p> <p><u>Other Cultures</u> Consider art from different cultures and gain inspiration to create work of a similar style.</p> <p><u>Weaving & Sewing</u> Developing weaving skills using wool and recycled materials.</p>	<p align="center"><u>The Great Fire of London Art/DT</u></p> <p><u>Exploring textures to create pictures of The Great Fire of London</u> Develop tearing, cutting and layering paper to create different effects.</p> <p><u>DT: Design & Building Model Houses</u> Develop an understanding of 2D and 3D structures to design and create a 3D model. Children to develop their understanding of suitable materials.</p>
LKS2	<p><u>Stone Age To Iron Age Art</u></p> <ul style="list-style-type: none"> Using different techniques to create marks and images similar to cave paintings. Use modelling clay to make a stone circle based on Stonehenge. Design, create and decorate a necklace/ headdress based on examples of Bronze and Iron age artefacts – embellish with beads, jewels, foil (burnished foil) evaluate their work. 	<p><u>Electrical Scribblebot</u></p> <ul style="list-style-type: none"> Create an electrical circuit using a motor. Attach components in a sensible manner. Adjust pens to create circular patterns. <p><u>Electrical Light Up Box</u> Children create an electrical circuit using LED bulbs. They investigate and analyse illuminated signs to then develop ideas for a decorative illuminated sign. They then select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign and construct a working circuit with one or more lights.</p>	<p align="center"><u>Pioneers Of Abstraction Artist Study</u></p> <p>Artists Studied:</p> <ul style="list-style-type: none"> Class 5 – Piet Mondrian Class 6 – Henri Matisse Class 7 – Friedensreich Hundertwasser <p>Exploring the qualities and techniques used for Abstract Art. Research the chosen artist's life and development in their artistic career. Discuss technique and create their own final piece using the artist as an influence.</p> <p><u>Food Technology:</u> Use a range of techniques to safely prepare a fruit salad / Greek Salad. Understand where different foods come from.</p>
UKS2	<p><u>Artist: Hokusai</u> Explore and evaluate the work of the artist. Discuss technique and create their own final piece using the artist as an influence.</p> <p><u>Japanese Art: Water Colour Techniques</u> Use Japanese art as a start point to explore different effects of the use of watercolours. Experiment and develop water colour techniques and create a final piece.</p> <p><u>Forces: Mechanical Systems</u> Understand and use mechanical systems (cams, pulleys and levers) to design, create and evaluate a pop-up card and a fairground ride.</p>	<p><u>Artist: Henri Rousseau</u> Study the work of post-impressionist artist Henri Rousseau. Discuss technique and create their own final piece using the artist as an influence.</p> <p><u>Rainforest Art</u></p> <ul style="list-style-type: none"> Research, develop, create and evaluate a Rainstick. Use observational skills to draw rainforest animals using both pencil and pastels. <p><u>World War 2: Sculpture</u> Design and create a sculpture of a WW2 helmet.</p>	<p><u>Tudor art and design</u></p> <ul style="list-style-type: none"> Develop observational and pencil skills (including cross hatching) to create a final portrait of a Tudor monarch. Design and create a sculpture of a Tudor rose emblem using the medium of clay.

Year B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS1	<p><u>Colour Mixing</u> Children recognise the primary colours and how mixing colours creates different colours. Children explore mixing primary and secondary colour and begin to understand warm and cold colours.</p> <p><u>Artist: Kandinsky</u> Describe Kandinsky's artwork.</p> <p><u>Drawing – Portraits</u> Children to develop pencil control and fine motor skills by using a range of mediums to draw portraits. Portraits in the style of Giuseppe Arcimboldo.</p> <p><u>Seasonal Art:</u> Collect natural materials to create a temporary collage (an autumn tree/the school building using rocks/sticks/leaves etc.)</p>	<p><u>World Explorers Themed DT</u></p> <p><u>DT - Dying paper:</u> Children explore how to dye paper and use their imagination to create maps.</p> <p><u>DT – Junk Modelling – Ships:</u> Children to explore how different materials can be used, joined and shaped. Children will safely design and create a model ship. Combining this with their scientific knowledge of materials they will choose materials based on their suitability for the task.</p>	<p><u>Seaside Themed Art</u></p> <p><u>Clay:</u> Explore different techniques and tools to develop an understanding of how clay can be shaped and moulded.</p> <p><u>L.S. Lowry:</u> Describe the artwork of Lowry and use it as inspiration to create pictures in a similar style.</p> <p><u>Art - Watercolour Background Painting:</u> Develop paintbrush control by create washes of colour to form backgrounds.</p> <p><u>DT: Moving Pictures:</u> Children to design and create a moving picture linked to a story they have read. they are to think carefully about its purpose and audience before designing and creating their idea.</p>
LKS2	<p><u>Modernism Artist study (Matisse)</u> Children will research an artist and experiment with the techniques the artist has used. They investigate patterns and design their own vestments in the style of the artist.</p> <p><u>Ancient Romans</u> Children will research mosaic patterns and personal symbolism to make Roman shields. They will use the media of charcoal, design coins and make a coin using modelling clay.</p>	<p><u>Volcanic Art</u> Children to explore different techniques by mixing and splattering paint. Using clay children create volcano inspired pencil pots by designing, creating and evaluating their work.</p> <p><u>Anglo-Saxons and Vikings</u> Children are to explore Celtic patterns and develop printing and pattern shading skills to design and create bookmarks and shields inspired by these patterns.</p>	<p><u>20th Century Artist Study</u> <u>Artist Study Representing Flowers/Nature</u></p> <p>Artists Studied:</p> <ul style="list-style-type: none"> • Class 5 – Ruth Daniels • Class 6 – Marc Quinn • Class 7 – Carol Simms <p>Children to develop skills by creating observational drawings and using shading to add light and dark. Children to explore using different colours to create abstract images with contrasting colours.</p>
UKS2	<p><u>DT: Food Technology</u> Use a range of techniques to prepare a vegetable kebab. Understand where different foods come from and that seasonality can affect choices. Begin to understand how to source ingredients within a budget.</p> <p><u>Textile printing: T-shirts</u> Children look at examples of print design for inspiration for their own printed T-shirt. They design and create their own. They will develop and create polystyrene printing blocks to use with roller and ink.</p>	<p><u>Artist: William Morris</u> Children research the artist and experiment with techniques the artist has used. Children investigate repeating patterns and create designs inspired by his work using a range of backgrounds and media.</p> <p><u>Victorians: sewing</u> Children investigate Victorian samplers, taking note of different materials and designs. They design their own sampler considering different ways to change the fabric before creating their own.</p>	<p><u>Electricity: movable vehicles</u> Children investigate, analyse and develop ideas for a movable vehicle. They then select and use tools, equipment, materials and components to make the vehicle and construct a working circuit. Design criteria is then used to evaluate their completed product.</p> <p><u>Light: develop pencil skills.</u> Children develop pencil skills including techniques to show light and shade. They produce a still life drawing.</p>

