

ART & DESIGN AND DESIGN AND TECHNOLOGY ACROSS THE YEAR GROUPS 2020 -2021

YEAR 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic:</p> <p>Julie Opie portraits, sketching (Harvest)</p> <p>DT: Christmas stars, cooking and set design</p>		<p>Topic:</p> <p>Cross-curricular: Maths and art (fractions, decimals and percentages).</p>		<p>Topic:</p> <p>Linked to English (Shakespeare - Romeo and Juliet) Writing linked to RAFT project Drama – Year 6 production) Physical form - wire modelling.</p> <p>DT : Curved stitching</p>	
<p>Skills</p> <p>To select appropriate media and techniques to achieve a portrait.</p> <p>To explore the effect of light and colour, texture and tone on natural and man-made objects</p> <p>To experiment with approaches used by other artists (Julie Opie)</p> <p>Knowledge</p> <p>To think about composition and perspective when working with portraits.</p>		<p>Skills</p> <p>To make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>To design an artefact, using knowledge of techniques for a specific outcome.</p> <p>To extend construction skills by experimenting - card cutting, bending, scoring, folding and sticking.</p> <p>To work on large and small scales – both individually and as part of a group</p>		<p>Skills</p> <p>To design and stitch geometric forms creating curved effects.</p> <p>To manipulate and mould material to create a 3D physical form.</p> <p>Knowledge</p> <p>To know that you can manipulate materials to give the illusion of movement.</p>	
<p>Vocabulary: Julie Opie, scale, position, proportion, perspective, line, tone, form, geometric, curved, movement, composition.</p>					

YEAR 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic:</p> <p>Desert art</p>		<p>Topic: Rivers, coasts and mountains</p> <p>Monet, River art</p> <p>DT: Mountains</p>		<p>Topic: Tudors</p> <p>Portraits and landscapes</p>	
<p>Skills To develop an awareness of the natural environment through colour matching and use of different techniques such as plaiting, pinning, stapling etc.</p> <p>To use various sized needles to produce more complex patterns when stitching.</p> <p>Knowledge To understand that different art techniques can be used to create one piece of work.</p> <p>To know how different stitching patterns are made.</p>		<p>Skills To compare own image and pattern making with that of well-known artists (Monet)</p> <p>To create different effects by using a variety of tools and techniques such as dots, scratches and splashes.</p> <p>To design and create a 3D structure, focussing on texture and form</p> <p>Knowledge To know that different brush strokes and techniques can create movement in paintings.</p> <p>To look at textures and form in 3D structures.</p>		<p>Skills To select appropriate media and techniques to achieve a portrait.</p> <p>Knowledge To think about composition and perspective when working with portraits.</p>	
<p>Vocabulary: plaiting, pinning, stapling, colour mixing, primary, secondary, tertiary, stitching, needles, Monet, dots, scratches, splashes, texture, form, tone, line, perspective, composition.</p>					

YEAR 4

Autumn	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
<p>Topic: World War Two</p> <p>Using watercolour – colour wheel, autumn leaves and seascape (Dunkirk).</p> <p>DT: To construct a Polish star.</p>		<p>Topic: Amazon rain forest (South America)</p> <p>Sketching and working with pastels. Fibonacci sequence for Matisse style snail. Leaf cut-outs (Matisse style).</p>		<p>Topic: Vikings?</p> <p>Silhouette/black and white figurative and landscape drawing and printing.</p>	
<p>Skills To represent things observed, remembered or imagined, using colour/tools.</p> <p>To use stimuli to create 3D images using a variety of tools and materials.</p> <p>To use colour and marks to express mood.</p> <p>Knowledge To know different types of brushes for specific purposes.</p> <p>To know that different colours and marks can express mood.</p>		<p>Skills To draw objects from different viewpoints/angles.</p> <p>To use the skill of overlapping and overlying when working with collage.</p> <p>Knowledge To understand that objects look different depending on viewpoint.</p> <p>To understand how to create movement in objects.</p>		<p>Skills To recreate an image through relief printing using card.</p> <p>To use contrasting colours to stitch and weave.</p> <p>Knowledge To know that printing can represent a scene.</p> <p>To know that stitching is a skill that can not only join materials together but can create artwork in its own right.</p>	
<p>Vocabulary: colour wheel, primary colours, secondary colours, hot colours, cold colours, warm colours, perspective, form, line, tone, shade, stitch, needle, weave.</p>					

YEAR 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Ancient Egypt</p> <p>Making Mummies and Death Certificates, Canopic Jars.</p>		<p>Topic: Polar Regions/Volcanoes and Earthquakes</p> <p>Polar art</p> <p>DT: glacier model</p>		<p>Topic: The Romans in Britain</p> <p>Roman art</p> <p>DT: Roman villa/fort</p>	
<p>Skills To observe and sketch different jewellery from Ancient Egypt.</p> <p>To explore and select materials that could be used to create 3D artwork.</p> <p>Knowledge To understand that different materials can be used to create 3D artwork.</p>		<p>Skills To experiment with different materials to create a 3D sculpture.</p> <p>To look at and experiment with perspectives in artwork.</p> <p>To look at famous artists and develop the skill of appraising their artwork.</p> <p>Knowledge To understand why certain materials lend themselves to certain structures and sculptures.</p> <p>To understand the techniques needed to manipulate certain materials for sculptures.</p> <p>To know that the size of an object and where it is positioned can create perspective.</p>		<p>Skill To look at mosaics through time and emulate a chosen mosaic using their preferred art material.</p> <p>To observe and sketch the structure and form of a Roman villa.</p> <p>To choose appropriate materials to create a 3D structure (the villa).</p> <p>Knowledge To understand that Roman art has been developed culturally and historically through time.</p> <p>To understand the form of a Roman villa.</p>	
<p>Vocabulary:</p>					

YEAR 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: The Great Fire of London/Florence Nightingale</p> <p>Portraits exploring different medias.</p> <p>Creating different settings using paints.</p> <p>DT: Christmas decorations/Moving Father Christmas.</p> <p>Creating a robot using junk modelling.</p>		<p>Topic: Africa/Animals including humans</p> <p>Animal prints Animal masks</p> <p>African landscapes.</p> <p>DT: cooking Jollof rice.</p>		<p>Topic: Sport – The Olympics</p> <p>Design Olympic poster. Painting athletes and creating using clay.</p> <p>DT: design a beach scene.</p> <p>Design and build collaboratively the Olympic Stadium.</p>	
<p>Skills To look closely at objects and observe detail including colour for colour mixing.</p> <p>To develop fine motor skills for more detailed work with an emphasis on using paint brushes correctly.</p> <p>Knowledge To know that different sized paint brushes produce different marks.</p> <p>To understand that colours can be mixed to create new ones.</p> <p>To name primary and secondary colours.</p>		<p>Skills To research patterns on the internet.</p> <p>To experiment with different colours to create light and dark.</p> <p>To follow instructions to produce food from Africa.</p> <p>Knowledge To understand and explore patterns from Africa and relate to different cultural experiences.</p> <p>To know that you can use colour mixing to create various shades of the same colour.</p>		<p>Skills Research posters and athletes from the past using the internet.</p> <p>To research in detail the inside of the Olympic Stadium.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>To use equipment to manipulate clay to make the human form.</p> <p>To observe and sketch the human form.</p>	

		To explore different foods from Africa.		<p>Knowledge To name inspirational athletes from present and past.</p> <p>To understand the different parts inside the stadium and the materials used.</p> <p>To look at movement within the human form.</p>	
<p>Vocabulary: pastels, paint, mixing, brush strokes, experiment, texture, tone, line, form, lines, thin brushes, thick brushes, taking care, taking time, detail, observe, look carefully, Olympic Stadium, explore, evaluate, model, communicate ideas, athletes</p>					

YEAR 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: This is Me</p> <p>Still life and portraiture – develop drawing skills and attention to detail.</p> <p>Celebrating our differences.</p> <p>Creating collages related to the different food groups.</p> <p>DT: making clay face masks of young and old.</p>	<p>Topic: Light and dark</p> <p>Design and make glow jars.</p> <p>Use charcoal to create shadows and monochrome pieces of art.</p> <p>To learn about and appreciate artists who explore light and dark and create silhouettes. Create our own silhouettes in the style of the artists studied.</p> <p>DT: Shadow Puppets – exploring different types of puppets and how they work, making puppets to retell the Christmas Nativity.</p>	<p>Topic: Houses and Homes/Traditional Tales</p> <p>To examine the properties of different materials and the patterns they make.</p> <p>Producing characters from traditional tales paying attention to size, colour and texture.</p> <p>DT: Design and construction using sustainable and recyclable materials.</p> <p>Exploring emotions through expressive painting</p>	<p>Topic: Transport</p> <p>Design and build a boat that floats in water.</p> <p>To create 2D and 3D representations of different forms of transport.</p> <p>DT: Designing and creating moving vehicles.</p>	<p>Topic: Down at the bottom of the garden</p> <p>Study and emulate artists that use nature for art such as Andy Goldsworthy and Richard Shilling.</p> <p>Observational drawings from real life experiences.</p> <p>Looking at a variety of famous artist's work on still life and landscapes.</p> <p>Creating their own work based on the styles of other artists.</p>	<p>Topic: Pirates and the Seaside</p> <p>Exploring prints and patterns – children will use objects to print patterns and designs.</p> <p>They will make simple printing plates using polystyrene.</p> <p>Children will explore patterns and prints from different countries around the world.</p> <p>Exploring the work of artists from different cultures and around the world, e.g. Tinga Tinga artwork and Jean Baptiste</p>
<p>Skills</p> <p>To look closely at objects to observe detail.</p> <p>To develop fine motor skills for more detailed work.</p> <p>To experiment with shading to create different effects.</p> <p>Knowledge</p> <p>To understand that individual artwork is different.</p>	<p>Skills</p> <p>To select the most appropriate art material to create different effects.</p> <p>To reflect on own work and appraise others.</p> <p>To use different cooking equipment safely to cut, combine and pour.</p> <p>Knowledge</p> <p>To understand that different art forms, eg. collage, can create more abstract forms.</p>	<p>Skills</p> <p>Manipulating materials to follow their design.</p> <p>To select the most appropriate joining material to fix together.</p> <p>To select natural materials to create patterns and textures.</p> <p>Knowledge</p> <p>To choose appropriate materials for different parts of a moving vehicle.</p>	<p>Skill</p> <p>To select the most appropriate material to construct a boat.</p> <p>To use different textures of materials to create different animals.</p> <p>Knowledge</p> <p>Understand that different materials are used in water.</p> <p>To understand that materials have different textures.</p>	<p>Skills</p> <p>To look closely at materials and style used by artists to emulate their artwork.</p> <p>To work collaboratively to produce a piece of artwork on a large scale.</p> <p>Knowledge</p> <p>To know the names and works of different famous artists.</p> <p>To be able to compare different artists' work.</p>	<p>Skills</p> <p>To use equipment effectively to change and add detail to clay.</p> <p>To find objects in the environment to create cultural patterns.</p> <p>Knowledge</p> <p>To choose the most appropriate equipment to effect a change to clay.</p> <p>To understand and explore patterns from around the world and relate to different cultures.</p>

To understand that one type of media can create different effects.	To understand where different foods come from.				
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Vocabulary: observe, cut, combine, pour, mix, shade, light, dark, detail. Pattern, stamp, texture, tone, squeeze, roll, twist, squidge, smooth, hard, soft, cold, shaping, joining, fix, attach, stiff, stronger, loose, wheels,.

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: We are Unique</p> <p>Exploring colours in natural objects, manipulating materials and using simple tools and techniques.</p>	<p>Topic: Festivals and Celebrations</p> <p>Choosing particular colours for a purpose, mixing colours and manipulating materials.</p>	<p>Topic: Transport</p> <p>Construct with purpose in mind selecting appropriate resources.</p> <p>Exploring musical instruments.</p> <p>Looking at different artists including Matisse, Paul Klee and Kandinsky.</p>	<p>Topic: Traditional Tales</p> <p>Playing cooperatively as part of a group to develop and act out narratives.</p>	<p>Topic: We are explorers</p> <p>Children will experiment to create different textures, looking at colour, design, form and function.</p>	<p>Topic: Under the Sea</p> <p>Children use what they have learnt about media and materials to represent their own ideas, thoughts and feelings.</p>
<p>Skills</p> <p>To handle different art material with care.</p> <p>To use mark making as a form of expression.</p> <p>To develop language involved in cooking food.</p> <p>To use pictures to express feelings.</p> <p>Knowledge</p> <p>Names of different art materials.</p> <p>To recognise colours in the environment.</p> <p>To predict outcome of what they have cooked, eg. what will it look like, taste like etc.</p>	<p>Skills</p> <p>To experiment with mixing colours to create an outcome.</p> <p>To use colours to express feelings.</p> <p>To develop motor skills to cut around different sized shapes.</p> <p>To use different motor skills to manipulate clay (squeeze, roll, twist etc).</p> <p>Knowledge</p> <p>To understand that a different colour is created when colours are mixed.</p> <p>To understand that clay can be manipulated in different ways.</p>	<p>Skills</p> <p>To select and use equipment independently.</p> <p>Manipulating materials to create a desired effect.</p> <p>To select the most appropriate adhesive to fix together.</p> <p>Knowledge</p> <p>To choose appropriate materials for different parts of a vehicle.</p>	<p>Skills</p> <p>To manipulate an object to create a particular sound.</p> <p>To use body language and facial expressions to create different characters.</p> <p>Knowledge</p> <p>To understand that music can express feelings.</p> <p>To know that different characters move in different ways.</p> <p>To understand that different materials can create different noises.</p>	<p>Skills</p> <p>To select materials to recreate own piece of artwork influenced by famous artists.</p> <p>Knowledge</p> <p>To recognise that artists use different techniques and materials in their artwork.</p>	<p>Skills</p> <p>To understand that we follow instructions to create an outcome in cooking.</p> <p>To feel and describe the different textures of cooking ingredients.</p> <p>Knowledge</p> <p>To use prior knowledge of cooking ingredient to predict what it will do to the mixture.</p>
<p>Vocabulary: describing sensory and tactile materials – bumpy, smooth, rough, shiny etc., artist, painting, stick, colour, mix, fix, wavy, straight, jagged, curved, corner, hot colours, cold colours, warm colours.</p>					

