



Art / D&T Curriculum

With

Progression Of Key Skills

Year 1 – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Year 1</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Cooking</p> <p>Teaching and learning: See separate planning for recipes and overview.</p>	<p>Subject: Art</p> <p>Programme of study: Drawing and painting</p> <p>Significant individuals: Pablo Picasso.</p> <p>Teaching and learning: Portrait paintings inspired by the work of Pablo Picasso.</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Materials</p> <p>Teaching and learning: Design an umbrella for a soft toy considering appropriate materials to use.</p>	<p>Subject: Art</p> <p>Programme of study: Sculpture</p> <p>Teaching and learning: Make a clay model based on the work of a chosen artist.</p> <p>Use rolling, kneading and shaping to create the model.</p>	<p>Subject: Design and Technology</p> <p>Programme of study: 3D design and mechanisms</p> <p>Teaching and learning: Build a bridge and find ways to make it stronger and stable. Investigate appropriate materials that will make a stable bridge.</p>	<p>Subject: Art</p> <p>Programme of study: Printing</p> <p>Teaching and learning: Rubbings from nature. Chn to learn about using different materials to create texture and pattern.</p> <p>Leaves, flowers, bark.</p>
<p>Year 2</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Cooking</p> <p>Teaching and learning: See separate planning for recipes and overview.</p>	<p>Subject: Art</p> <p>Programme of study: Drawing and painting</p> <p>Significant individuals: Sandra Silberzweig.</p> <p>Teaching and learning: Learning about colour wheels and introducing analogous/primary</p>	<p>Subject: Design and Technology</p> <p>Programme of study: 3D design and mechanisms</p> <p>Teaching and learning: Chn to design and make pop-up cards for a specific</p>	<p>Subject: Art</p> <p>Programme of study: Sculpture</p> <p>Teaching and learning: Designing and making African clay thumb pots. This work links to Geography topic</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Textiles</p> <p>Teaching and learning: Designing and making felt puppets for a Punch and Judy show.</p>	<p>Subject: Art</p> <p>Programme of study: Printing</p> <p>Teaching and learning: Chn to use a variety of materials, objects and techniques to create prints based on pattern and</p>

		colours. Chn will create chalk pastel and PVA drawings inspired by the work of Sandra Silberzweig. Experimenting with different media i.e charcoal, chalk, oil pastel, fine liners.	occasion such as a birthday or anniversary. Use simple levers and sliders to create the cards.	about the continent of Africa.		reflection.
Year 3	Subject: Design and Technology Programme of study: Cooking Teaching and learning: See separate planning for recipes and overview.	Subject: Art Programme of study: Drawing and painting Teaching and learning: Revise primary colours and introduce secondary colours. Cave drawings using a variety of chalk, charcoal and graphite. These drawings are inspired by the work completed about the stone age.	Subject: Art Programme of study: Sculpture Significant individuals: Louise Goodman, Betty Woodman. Teaching and learning: Revise techniques from Year 2 and extend learning by using more difficult techniques to create a clay pot e.g coil pots. Chn to	Subject: Design and Technology Programme of study: 3D design and mechanisms Significant individuals: Robert Race Teaching and learning: Moving monsters. Chn to design and make a peg toy monster using levers and linkages.	Subject: Design and Technology Programme of study: Computing Teaching and learning: Chn to build and program moving Lego structures using Lego WeDo - See separate computing planning.	Subject: Art Programme of study: Printing Teaching and learning: Sugar paper block printing. Chn will create weather satellite prints linked to Geography topic about weather.

			join clay securely and work with some independence.			
Year 4	<p>Subject: Design and Technology</p> <p>Programme of study: Cooking</p> <p>Teaching and learning: See separate planning for recipes and overview.</p>	<p>Subject: Art</p> <p>Programme of study: Sculpture</p> <p>Teaching and learning: Chn to sculpt roman busts using plastic bottles and modroc.</p>	<p>Subject: Design and Technology</p> <p>Programme of study: 3D design and mechanisms</p> <p>Teaching and learning: Design and make a wooden trailer. Use pulleys and gears.</p>	<p>Subject: Art</p> <p>Programme of study: Printing</p> <p>Significant individuals: Leanne Spanza</p> <p>Teaching and learning: Chn to design and create a landscape batik inspired by the work of artist, Leanne Spanza.</p>	<p>Subject: Art</p> <p>Programme of study: Drawing and painting</p> <p>Significant Individuals: Hans Holbein</p> <p>Teaching and learning: Learning about facial proportions. Chn to draw portraits of each other, then alter, refine and describe changes.</p> <p>Use skills above to create Tudor portrait paintings.</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Textiles</p> <p>Teaching and learning: Chn to design and make a purse or oyster card holder.</p>
	Subject: Design	Subject: Art	Subject: Art	Subject: Design and Technology	Subject: Design and Technology	Subject: Art

<p>Year 5</p>	<p>and Technology</p> <p>Programme of study: Cooking</p> <p>Teaching and learning: See separate planning for recipes and overview.</p>	<p>Programme of study: Sculpture</p> <p>Teaching and learning: Viking longboats.</p> <p>Chn to work in groups to research, plan and build models. They will use recycled materials to create Viking longboats and paint them with appropriate colours and designs.</p>	<p>Programme of study: Drawing and painting</p> <p>Teaching and learning: Chn to draw and then paint rainforest animals such as parrots and frogs. Use mixed media such as watercolour paints and oil pastel.</p>	<p>Programme of study: Textiles</p> <p>Teaching and learning: Chn to research, design and make a fidget mitten for a local hospital or care home.</p>	<p>Programme of study: Computing</p> <p>Teaching and learning: Chn to build and program moving Lego structures using Lego WeDo - See separate computing planning.</p>	<p>Programme of study: Printing</p> <p>Significant individuals: William Morris</p> <p>Teaching and learning: Poly-block printing. Repeat patterns inspired by the work of William Morris. Chn to design and print wallpaper.</p>
<p>Year 6</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Cooking</p> <p>Teaching and learning: See separate planning for recipes and overview.</p>	<p>Subject: Design and Technology</p> <p>Programme of study: 3D design and mechanisms/materials</p> <p>Teaching and learning: Chn to make a moving structure to safely transport an egg from one location to another. Use cams, gears and pulleys to</p>	<p>Subject: Art</p> <p>Programme of study: Sculpture</p> <p>Significant individuals: Henry Moore</p> <p>Teaching and learning: Wire and Modroc sculptures inspired by artist, Henry Moore. Chn to</p>	<p>Subject: Art</p> <p>Programme of study: Drawing and painting</p> <p>Significant individuals: Roy Lichtenstein, Banksy, Bridget Riley</p> <p>Teaching and learning:</p>	<p>Subject: Design and Technology</p> <p>Programme of study: Textiles</p> <p>Significant individuals: Tara Keens Douglas, Lia Griffith, Alexandra Zakharova.</p> <p>Teaching and learning:</p>	<p>Subject: Art</p> <p>Programme of study: Printing</p> <p>Significant individuals: Steven Wiltshire</p> <p>Teaching and learning:</p>

		complete this task. Research materials that would be most appropriate to stop the egg from breaking during motion.	learn about body proportions.	Chn to research different techniques used by different artists such as Pop art - Roy Lichtenstein, Graffiti - Banksy, Op art - Bridget Riley. Paintings inspired by surrealism, encouraging chn to use their imagination to create a painting.	Year 6 Newspaper Fashion Show. Look at fashion designers above for research and inspiration. Chn to experiment with folding, wrinkling and crimping techniques to create a unique garment from newspaper and other materials.	Screen printing of buildings and skylines inspired by the work of Steven Wiltshire.
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Progression Of Skills			
	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6

Exploring and developing ideas	<ul style="list-style-type: none"> • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures • Record and explore ideas from first hand observations, experience and imagination. 	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Select and record from first hand observations, experience and imagination, and explore ideas for different purposes. 	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.
Evaluating and developing work	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. • Begin to annotate work in sketchbooks. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • With guidance, adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Independently, adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook in detail.
Drawing	<ul style="list-style-type: none"> • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. 	<ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line 	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and

	<ul style="list-style-type: none"> Experiment with the visual elements; line, shape, pattern and colour. 	and tone, pattern and shape, line and texture.	shape.
Painting	<ul style="list-style-type: none"> Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Mix a range of secondary colours, shades and tones. 	<ul style="list-style-type: none"> Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Make and match colours with increasing accuracy. 	<ul style="list-style-type: none"> Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Create shades and tints using black and white.
Printing	<ul style="list-style-type: none"> Explore simple print techniques using found objects and materials. Carry out different printing techniques e.g. monoprint and block prints. Make rubbings. Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Continue to develop printing techniques by creating more complex block prints. 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Extend knowledge of different types of prints such as poly tile prints and screen printing. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
Sculpture	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Manipulate clay for a variety of purposes, inc. thumb pots and 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay coil pot. Show an understanding of shape, 	<ul style="list-style-type: none"> Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.

	<p>models.</p> <ul style="list-style-type: none"> • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 	<p>space and form.</p> <ul style="list-style-type: none"> • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc.
Cooking	<ul style="list-style-type: none"> • Research where food comes from. • Start to explore the meaning of a healthy diet. • Use skills such as chopping, grating and mixing to prepare recipes. • With support, use cooking equipment safely and accurately. 	<ul style="list-style-type: none"> • To show an understanding of where and how a variety of ingredients are grown. • To show an understanding of a healthy and varied diet. • Use skills such as slicing, whisking, folding and draining to prepare recipes. • Begin to cook a variety of dishes by boiling, frying and baking. • Independently, use cooking equipment safely and efficiently. 	<ul style="list-style-type: none"> • To show an understanding of where and how a variety of ingredients are grown, reared, caught and processed. • To show an understanding of a healthy and nutritious diet. • To develop all skills to prepare a variety of healthy dishes. • To cook a variety of dishes using a range of cooking techniques. • Independently, use cooking equipment safely and efficiently.
Textiles and materials	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, fabric crayons and sewing. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Match the tool to the material. Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	<ul style="list-style-type: none"> • Use different techniques, colours and textures when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. • Awareness of the potential of the uses of different materials. • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles.

3D design and mechanisms	<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials. • Use a range of tools to perform tasks such as cutting, joining and finishing. • Build simple structures. • Use mechanisms such as levers, sliders and wheels. • Explore a range of existing products. 	<ul style="list-style-type: none"> • Plan, design, make and adapt models. • Cut and join wood safely and effectively. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. • With guidance, evaluate their work and make adjustments accordingly. • Investigate and analyse a range of existing products. • Apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> • Research, plan, design, make, evaluate and adapt models. • Describe the different qualities involved in modelling, sculpture and construction. • Create sculpture and constructions with increasing independence. • Understand and use mechanical systems in their products such as gears, pulleys, cams, levers and linkages. • Independently, evaluate their work and make adjustments accordingly. • Apply their understanding of computing to program, monitor and control their products.