

Art and Design with Design Technology - Overview and Skills

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Reception – Expressive art and design	<p>Self portraits Painting, printing, drawing Conker rolling, shaving foam, finger painting Music</p> <p>Skills - Explores different sounds of instruments (Exploring and using media and Materials)</p> <p>Experiments to create different textures (EUMM)</p> <p>Uses simple tools and techniques competently and appropriately (EUMM)</p> <p>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function (ELG). (EUMM)</p>	<p>Ink blown trees / clay pots / Junk modelling Van Gogh – Starry night Music</p> <p>Skills - Is beginning to build a repertoire of songs and dances (EUMM)</p> <p>Understands that different media can be combined to make new effects (EUMM)</p> <p>Selects tools and techniques needed to shape, assemble and join materials he/she is using (EUMM)</p>	<p>Comb painting Bubble painting Printing Matisse – cut outs Music</p> <p>Skills - Manipulates materials to achieve a planned effect (EUMM)</p> <p>Uses what he/she has learnt about media and materials in original ways, thinking about uses and purposes (ELG). (Being Imaginative)</p>	<p>Observational drawings – flowers + snails William Morris - patterns Easter cards Music</p> <p>Skills - Selects appropriate resources and adapts work where necessary (EUMM)</p> <p>Chooses particular colours to use for a purpose (Being Imaginative)</p>	<p>Marianne North Project Colour mixing Junk modelling Collage Music</p> <p>Skills - Explores what happens when they mix colours (EUMM)</p> <p>Represents his/hers own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories (ELG). (Being Imaginative)</p> <p>Constructs with a purpose in mind, using a variety of resources (EUMM)</p>	<p>Observational drawings –fruit / pineapples Paper mache animals Music</p> <p>Skills - Creates simply representations of events, people and objects. (Being Imaginative)</p>

Art and Design with Design Technology - Overview and Skills

<p>Year 1 – Art and Design</p>	<p>Make structures by joining simple objects Explore mark making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns.</p>	<p>Sort, cut and shape fabrics and experiment with ways of joining them. Use pictures and words to describe aim.</p>	<p>Use a variety of tools including pencils to represent lines. Explore mark making using a variety of tools.</p>	<p>Sort, cut and shape fabrics and experiment with ways of joining them.</p>	<p>Cut glue and trim materials to create images.</p>	<p>Sort, cut and shape fabrics and experiment with ways of joining them.</p>
<p>Design Technology</p>	<p>Use pictures and words to describe aim. Select and use tools to perform practical tasks. Use a range of tasks to cut, join and combine materials. Ask simple questions about existing products. Build structures Use wheels and axels in a product.</p>	<p>Use pictures and words to describe aim. Select and use tools to perform practical tasks. Use a range of tasks to cut, join and combine materials. Ask simple questions about existing products. Build structures Use wheels and axels in a product.</p>	<p>Use pictures and words to describe aim. Select and use tools to perform practical tasks. Use a range of tasks to cut, join and combine materials. Ask simple questions about existing products. Build structures Use wheels and axels in a product.</p>	<p>Talk about what they eat, Discuss what healthy foods are. Say where food comes from. Use simple tools with help to prepare food safely</p>	<p>Use pictures and words to describe aim. Select and use tools to perform practical tasks. Use a range of tasks to cut, join and combine materials. Ask simple questions about existing products. Build structures Use wheels and axels in a product.</p>	<p>Use pictures and words to describe aim. Select and use tools to perform practical tasks. Use a range of tasks to cut, join and combine materials. Ask simple questions about existing products. Build structures Use wheels and axels in a product.</p>

Art and Design with Design Technology - Overview and Skills

Year 2 – Art and Design	<p>Represent things observed using colour/ tools. Make a textured collage from a variety of techniques. Carbon relief painting.</p>	<p>Experiment with basic tools on rigid and flexible materials.</p>	<p>Experiment with tones using pencils, chalk or charcoal.</p>	<p>Develop techniques to join fabrics and apply decorations such as running or over stitch.</p>	<p>Experiment with basic tools on rigid and flexible materials.</p>	<p>Develop techniques to join fabrics and apply decorations such as running or over stitch</p>
Design Technology	<p>Generate, develop, model and communicate ideas through talking, drawing, templates etc Choose appropriate tools, equipment, techniques and materials from a wide range . Safely measure, mark out , cut and shape materials and components using a range of tools. Evaluate and assess existing products and those that he/she has made using a design criteria. Investigate different techniques for stiffening a variety of materials and explore different materials. #Explore and use mechanisms e.g. levers, slider, wheels and axels.</p>	<p>Generate, develop, model and communicate ideas through talking, drawing, templates etc Choose appropriate tools, equipment, techniques and materials from a wide range Evaluate and assess existing products and those that he/she has made using a design criteria. Design purposeful, functional, appealing products based on design criteria.</p>	<p>Generate, develop, model and communicate ideas through talking, drawing, templates etc Choose appropriate tools, equipment, techniques and materials from a wide range Evaluate and assess existing products and those that he/she has made using a design criteria. Design purposeful, functional, appealing products based on design criteria.</p>	<p>Understand the need for a variety of food in a diet. Understand that all food has to be farmed or grown. Use a wider range of cookery techniques to prepare food safely. Evaluate and assess existing products and those that he/she has made using a design criteria. Design purposeful, functional, appealing products based on design criteria.</p>	<p>Generate, develop, model and communicate ideas through talking, drawing, templates etc Choose appropriate tools, equipment, techniques and materials from a wide range Evaluate and assess existing products and those that he/she has made using a design criteria. Design purposeful, functional, appealing products based on design criteria.</p>	<p>Generate, develop, model and communicate ideas through talking, drawing, templates etc Choose appropriate tools, equipment, techniques and materials from a wide range Evaluate and assess existing products and those that he/she has made using a design criteria. Design purposeful, functional, appealing products based on design criteria.</p>

Art and Design with Design Technology - Overview and Skills

<p>Year 3 – Art and Design</p>	<p>Sketching : Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Explain what he/she likes about their work.</p> <p>Clay – sculpting Iron Men</p>	<p>3D – Penguins – papier Mache</p> <p>Textiles: Add detail to work using different types of stitch, including cross-stitch.</p>	<p>Land Art Printing – Winter Experimenting with different materials to create a range of effects and use these techniques in the completed piece of work. Compare and recreate form of natural and manmade objects. Create printing blocks using relief or impressed techniques.</p>	<p>Sketching: Explore shading, using different media.</p>	<p>Collage – mosaics Understand and identify key aspects such as complimentary colours, colour as tone, warm and cold colours.</p> <p>He/she is able to create a collage using overlapping and layering.</p>	<p>Textiles: Bayeux Tapestry links. Add detail to work using different types of stitch, including cross-stitch.</p> <p>Know about some of the great artists, architects and designers in history and describe their work.</p>
<p>Year 3 Design Technology</p>	<p>Linked to Science: Talk about the different food groups and name food from each group.</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>	<p>Roman shields, catapults and headdresses: Use knowledge of existing products to design his/her products.</p> <p>Create designs using annotated sketches cross-sectional diagrams and simple computer programmes.</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>Battle of Hastings links: Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Strengthen frames using diagonal struts.</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</p>	<p>Linked to Science: Talk about the different food groups and name food from each group.</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>	<p>Roman shields, catapults and headdresses: Use knowledge of existing products to design his/her products.</p> <p>Create designs using annotated sketches cross-sectional diagrams and simple computer programmes.</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>Battle of Hastings links: Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Strengthen frames using diagonal struts.</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</p>

Art and Design with Design Technology - Overview and Skills

<p>Year 4 – Art and Design</p>	<p style="text-align: center;">Vincent Van Gogh The Owl and the pussy cat</p> <ul style="list-style-type: none"> - Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. - Use taught technical skills to adapt and improve his/her work. - Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. 	<p style="text-align: center;">Drawing skills and techniques</p> <ul style="list-style-type: none"> - Draws familiar objects with correct proportions. - Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. - Plan a sculpture through drawing and preparatory work. - Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. - Use a variety of techniques e.g. marbling, silkscreen and cold water paste. 	<p style="text-align: center;">Bayeux tapestry</p> <ul style="list-style-type: none"> - Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. - Print on fabrics using tie-dyes or batik.
<p>Year 4 - Design Technology</p>	<p style="text-align: center;">Make boats/Endurance</p> <ul style="list-style-type: none"> - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. - Create designs using an exploded diagram. - Use techniques which require more accuracy to cut, join, finish his/her work e.g. Cutting internal shapes, slots in frameworks. - Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. - Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. - Apply techniques he/she has learnt to strengthen and explore his/her own ideas. 	<p style="text-align: center;">Cooking</p> <ul style="list-style-type: none"> - Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. - Understand seasonality and the advantages of eating seasonal and locally produced food. - Read and follow recipes which involve several processes, skills and techniques. - Understand and use electrical systems in products. 	<p style="text-align: center;">Design and make catapults</p> <ul style="list-style-type: none"> - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. - Create designs using an exploded diagram. - Use techniques which require more accuracy to cut, join, finish his/her work e.g. Cutting internal shapes, slots in frameworks.

Art and Design with Design Technology - Overview and Skills

Year 5 – Art and Design	<p>Indian Art</p> <p>Using a variety of materials and explaining choices</p>	<p>Animals/ Habitats</p> <p>Use unfamiliar materials</p>	<p>William Morris</p> <p>Research artists Mix colours</p>	<p>Marianne North</p> <p>Research artists Experiment with layers and overlays</p>	<p>Greek pots</p> <p>Develop skills in clay including slabs, coils and slips.</p>	<p>Summertime – looking back at our year</p> <p>Use collage with a range of media</p>
Year 5 – Design Technology	<p>Indian Cooking</p> <p>Cooking and nutrition – understand different food groups Understand how a variety of different nutrients Understand where food comes from Select appropriate ingredients and use a wide range of equipment</p>		<p>Victorian toys</p> <p>Process – Research existing products and evaluate/market research Create/evaluating prototypes Make complex 3D structures Evaluate product</p>		<p>Make your own product (Siver challenge)</p> <p>Process – Research existing products and evaluate/market research Create/evaluating prototypes Make complex 3D structures Evaluate product</p>	
Year 6 – Art and Design	<p><u>India (Art)</u> Select ideas based on observations, experience or imagination. Create intricate patterns by modifying sketchbook designs.</p>		<p><u>William Morris (Art)</u> Refine his/her use of learnt techniques and adapt their final work following feedback and discussion. Describe the work and ideas of various artists referring to historical context. Follow a design brief to achieve an effect for a particular function.</p>		<p><u>Ancient Greece (Art – Soap Sculptures, Comedy/Tragedy Masks and Greek Pottery)</u> Confidently plan a series of healthy meals. Use information on food labels to make informed choices. Research, plan and prepare a savoury dish.</p>	
Year 6 – Design Technology	<p><u>Narnia (DT)</u> Explain and justify preferences towards different styles. Use different techniques, colours and textures when designing and making pieces of work and explain their choices.</p>		<p><u>Victorian Toys (DT)</u> Research designers and use this to inspire their own innovative designs. Generate, develop, model and communicate their ideas in a range of formats. Apply their knowledge of materials and techniques to rework the product.</p>		<p><u>Product Design (DT)</u> Research designers and use this to inspire their own innovative designs. Generate, develop, model and communicate their ideas in a range of formats. Apply their knowledge of materials and techniques to rework the product.</p>	