



Art and Design & Technology Curriculum Overview Cycle 1 2020 - 2021

Year group	Autumn topics		Spring topics		Summer topics	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<u>Reception</u>	Using a range of media and materials such as pencils, paints and collage to create self-portraits.	Introduction to observational art.	Joining materials together to create models.	Using tools to change materials, such as, using salt dough to create a shark. Learning how to combine different media to create new effects. For example, putting sand in paint.	Recapping observational art using sunflowers. Using natural materials to create large scale art. Exploring using range of media to create images.	Exploring a variety of materials, tools and techniques. For example, using a paper plate and split pin to create a life cycle wheel.
<u>Year 1/2</u>	<p>Art Focus</p> <p>Rachel Bisset of Florence & Rose – Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Looking at the work using sea glass collected from North</p>	<p>DT Focus</p> <p>John & Benjamin Green Designers of Penshaw Monument, Grey's Monument column, Scotswood Bridge and Theatre Royal. Children to study their sculptures and buildings – can they recreate their own models using a variety of recycled materials? Evaluate - are they</p>	<p>Using a range of materials creatively to design and make products</p> <p>Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Recreate streets of London.</p> <p>Generating, developing, modelling and communicating their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Art linked to area studied.</p> <p>Using a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>A study of a world famous Artist.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>

	<p>East beaches. Researching the artist, collecting sea glass as well as other materials, where the children can create their own pieces of artwork. Taking photographs of their work to print and mount on the wall. Looking at colour, shape & form. Discussing texture. Can they recreate this using a different medium? e.g. paint, pastels etc.</p>	<p>strong enough? How could we reinforce the structure?</p> <p>Cooking & Nutrition</p> <p>Looking at what makes food healthier than others and how our diets should be varied. What should they consist of? Looking at food grown locally (Geography) to devise, plan and make healthy meals to make in school. Dragon's Den type activities.</p>		<p>Selecting from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>		<p>making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<p><u>Year 3/4</u></p>	<p>Art Focus</p> <p>Artists Norman Cornish and Tom McGuinness</p> <p>Shape, form & colour. Working in paint and pastel to create pieces of artwork based on Cornish & McGuinness. To improve their mastery of art and design techniques,</p>	<p>DT Focus</p> <p>Historic England link</p> <p>Making models of miners houses. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</p>	<p>DT Focus</p> <p>Anglo Saxon shields</p> <p>When designing and making, pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To select from</p>	<p>Art Focus</p> <p>Anglo Saxon brooches</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Art Focus</p> <p>Use the Hieroglyphic Alphabet to translate words into Hieroglyphic images.</p> <p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery</p>	<p>DT Focus</p> <p>Sketch the natural world.</p> <p>When designing and making, pupils should be taught to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and</p>

	including drawing and painting.	communication technology. Cooking and nutrition To look at what the miners ate down the mine and at home. What kind of food did they grow for themselves? To make a healthy recipe that they may have eaten (understand and apply principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques).	and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.		of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	exploded diagrams, prototypes, pattern pieces and computer-aided design.
<u>Year 5/6</u>	Art Focus Sketching, pastel and painting based on a local artist looking at local landmarks To create sketch books to record their observations and use them to review and revisit ideas.	DT Focus Using local bridges to design and make own from a range of materials Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,	Art Focus Greek patterns, pots and plates using a range of media Create sketch books to record their observations and use them to review and revisit	DT Focus Designing & making Greek buildings, e.g. the Parthenon using recycled materials Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Art Focus Developing sketching skills and progressing to paint – animal focus To create sketch books to record their observations and use them to review and revisit ideas.	DT Focus Design Designing and making a habitat for an animal Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals

	<p>To learn about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>information and communication technology.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>To learn about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design</p>
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