

Art and Design and Design Technology Overview



This document shows the Early Learning Goals and National Curriculum coverage for Art and Design. It highlights when each subject should be taught, which aspect of the National Curriculum is to be planned for and where necessary, where links are made between subjects.

This is the starting point for the planning of a sequence learning in each area. The placement of each objective has been carefully planned to allow for clear progression of knowledge, skills, techniques and where appropriate, links to other areas of the curriculum.

This document should be used alongside the individual Subject Knowledge Progression Maps. Here, the links to previous knowledge, specific knowledge, skills, vocabulary and any links to planning resources are highlighted. Also reference needs to be made to the DME document for DT.

This is not a working document and should not be changed or altered without discussion with the Art and DT lead.



Abbreviations

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| ELG | EYFS Early Learning Goals |
| NC | National Curriculum |
| A | Art and Design |
| D | Design Technology |
| DME | Design, Make and Evaluate |

| | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
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| EYFS | <p>A - Drawing/painting ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - - Share their creations, explaining the process they have used; -Begin to show accuracy and care when drawing.</p> <p>-Self portraits -Family portraits using watercolours</p> <p>-Colour mixing Focus Artist - Wassily Kadinsky</p> | <p>A- Printing ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - - Share their creations, explaining the process they have used;</p> <p>-Christmas artwork - printing gift bag -Shadow Art</p> <p>Focus Artist - Henri Matisse</p> | <p>D - Junk model vehicles ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - - Share their creations, explaining the process they have used; -Make use of props and materials when role playing characters in narratives and stories.</p> | <p>D -Food Fruit smoothies ELG--understanding the importance of healthy food choices. -Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>A - Observational drawing - Drawing spring flowers using pastel crayons</p> <p>ELG-safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - - Share their creations, explaining the process they have used; -Explore the natural world around them, making observations and drawing pictures of animals and plants; -Begin to show accuracy and care when drawing</p> | <p>D - Textiles - Butterfly sewing</p> <p>ELG-Use a range of small tools, including scissors, paint brushes and cutlery.</p> | <p>Art - Collage focus African patterns & textiles</p> <p>ELG-safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - - Share their creations, explaining the process they have used;</p> <p>Focus artist: Benode Behari Mukherjee</p> |

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| | Geography- Our Lovely School Grounds | Geography- The Seasons | English Text | Geography- The Seasons | Geography- The Seasons | History- Explorers |
| YEAR 1 | <p>D- Food Sandwiches for our forest picnic</p> <p>NC- use the basic principles of a healthy and varied diet to prepare dishes</p> <p><i>Design, Make and Evaluate Sandwiches</i></p> | <p>A-Sculpture/ Collage The Seasons Change-Nature’s Collage</p> <p>NC-To use a range of materials creatively to design and make products to use sculpture to develop and share their ideas, experiences and imagination</p> <p>-Develop a wide range of art and design techniques in using colour, pattern, texture, shape</p> <p>-About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Focus Craftmaker- Andy Goldsworthy</p> | <p>D- Structures Who needs a home?</p> <p>NC-build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><i>Design, Make and Evaluate a shelter for a fictional character (Where the Wild Things Are)</i></p> | <p>A- Drawing The Seasons Change-Nature’s Shapes-Plants</p> <p>NC-to use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination</p> <p>-to develop a wide range of art and design techniques in using texture, line, shape, form and space</p> <p>Focus Artist- Vincent Van Gogh</p> | <p>A- Painting The Seasons Change-Nature’s Palette- Colour mixing</p> <p>NC-to use a range of materials creatively to design and make products to use painting -to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, shape, form and space</p> <p>Artist: Henri Hayden</p> | <p>D- Mechanisms- Levers and Sliders Books in motion- Explores</p> <p>NC-explore and use mechanisms for example, levers, sliders, in their products.</p> <p><i>Design, Make and Evaluate a moving book about an explorer</i></p> |

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| | Geography- Hot and Cold Places | History- Why we Remember Joint project with Yr 6 | | History- The Great Fire of London | Science-Plants | Linked to class books |
| YEAR 2 | <p>D- Food Fruit Salad NC-use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p> <p><i>Design, Make and Evaluate a fruit salad</i></p> | <p>A- Painting Poppies to Remember NC-to use a range of materials creatively to design and make products -to use painting to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, shape, form -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Focus designer/ artist Georgia O'Keeffe</p> | <p>A- Drawing and collage Fruity Faces NC-to use a range of materials creatively to design and make products -to use painting to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, shape, form -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Focus Artist Giuseppe Archimboldo</p> | <p>D- Mechanisms- wheels and axles Moving Vehicles</p> <p>NC-Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>Design, Make and Evaluate a model vehicle</i></p> | <p>A- Sculpture Wild Flowers 3D clay tiles</p> <p>NC-to use a range of materials creatively to design and make products to use sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using, pattern, texture, form and space</p> <p>Focus sculptor: Elisabeth Kley</p> | <p>DT- Textiles Puppets NC-select from and use a wide range of materials and components, including textiles, according to their characteristics</p> <p><i>Design, Make and Evaluate a puppet to use in the telling of a story</i></p> |

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| | Geography- The North West | Geography- Brilliant Britain | Science- Healthy Living | History- Stone Age | | History- Ancient Egypt |
| YEAR 3 | <p>A- Drawing Lowry's North West</p> <p>NC- Pupils should be taught about great artists in history. -To improve their mastery of art and design techniques, including drawing, with a range of materials -To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Focus artist LS Lowry</p> | <p>A- Sculpture- Clay House Fronts</p> <p>NC- To improve their mastery of art and design techniques, including painting and sculpture with a range of materials.</p> <p>Focus artist Gustav Klimt</p> | <p>D-Food Healthy Soup</p> <p>NC- To understand and apply the principles of a healthy and varied diet -To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><i>Design, Make and Evaluate a healthy soup</i></p> | <p>A - Painting/Sculpture Stone Age Art</p> <p>NC- Pupils should be taught about great artists in history. -To improve their mastery of art and design techniques, including painting and sculpture with a range of materials.</p> <p>Focus artist Barbara Hepworth (Sculpture Linked to Stonehenge)</p> | <p>D- Textiles-2D shapes to 3D product- Aprons/Bendy Bags</p> <p>NC- Select from and use a wider range of materials and components, including materials, textiles according to their functional properties and aesthetic qualities.</p> <p><i>Design, Make and Evaluate an apron/bendy bag</i></p> | <p>D- Structures/Mechanism Ancient Egyptian Sarcophagus</p> <p>NC- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - To understand and use mechanical systems in their products [hydraulics].</p> <p><i>Design, Make and Evaluate a model of a Mummy popping out of a Sarcophagus</i></p> |

| | History- The Greeks | Science- Electricity | History- The Romans | History- The Romans | Science- Healthy Eating | Geography- Europe |
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| YEAR 4 | <p>A- Printing Cloth Printing- Greek Shapes and Patterns</p> <p>NC-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques including painting with a range of materials (paint and printing) - about great designers in history.</p> <p>-Using computing to make repeating patterns</p> <p>Focus designer Andy Warhol</p> | <p>D- Electrical Systems- Rudolph’s Sleigh</p> <p>NC-apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use electrical systems in their products [for example, bulbs, buzzers, switches</p> <p><i>Design, Make and Evaluate a sleigh with electrical systems (simple circuits/ switches)</i></p> | <p>A- Sculpture Roman pottery</p> <p>NC-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including sculpture and painting, with a range of materials</p> <p>Focus artist Grayson Perry</p> | <p>D- Structures- Shell Structures-Desk Tidy</p> <p>NC- NC-apply their understanding of how to strengthen, stiffen and reinforce more complex structures -computer aided design</p> <p><i>Design, Make and Evaluate a History book with moving mechanisms</i></p> | <p>D- Food Dips and Dippers</p> <p>NC-understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><i>Design, Make and Evaluate a healthy dips and vegetable dippers</i></p> | <p>A- Painting and Drawing Landscape and architecture</p> <p>NC-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques including painting with a range of materials -about great artists in history</p> <p>Focus artist Edward Blore</p> |

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| | | History- Anglo-Saxons | | | History- The Maya | |
| YEAR 5 | <p>A- Sculpture influenced by an artist.</p> <p>NC- Pupils should be taught about great artists in history. -To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Focus artist Kazimir Malevich</p> | <p>D- Structure/Mechanisms- Cams Long boats</p> <p>NC- Understand and use mechanical systems in their products [for cams] -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><i>Design, Make and Evaluate a Long boat.</i></p> | <p>A- 3D drawing and perspective</p> <p>NC- Pupils should be taught about great architects in history. -To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Focus craftsman Peter Brown</p> | <p>D-Food - Bread</p> <p>NC- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. -Understand and apply the principles of a healthy, varied diet. -Understand seasonality, and know where and how a variety of ingredients are grown.</p> <p><i>Design, Make and Evaluate bread.</i></p> | <p>A- Printing Mayan Art</p> <p>NC-To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques including painting with a range of materials (paint and printing).</p> <p>Focus artist: Aubrey Williams</p> | <p>D- Textiles- Fancy a bag?</p> <p>NC-Select from and use a wider range of materials and components, including materials, textiles according to their functional properties and aesthetic qualities. -computer aided design</p> <p><i>Design, Make and Evaluate a bag for a purpose.</i></p> |

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| | | | Geography- South America | Geography- South America | | |
| YEAR 6 | <p>A- Still life drawings/paintings using remembrance memorabilia.</p> <p>NC- Pupils should be taught about great artists in history. -To create sketch books to record their observations and use them to review and revisit ideas. --to improve their mastery of art and design techniques including drawing and painting with a range of materials.</p> <p>Focus artist Pieter Claesz</p> | <p>D- Crumble motor buggy</p> <p>NC- Apply their understanding of computing to program, monitor and control their products. -Understand and use electrical systems in their products</p> <p><i>Design, Make and Evaluate a controllable moving vehicle.</i></p> | <p>A- Collage and printing influenced by an artist</p> <p>NC- Pupils should be taught about great artists in history. -To improve their mastery of art and design techniques including painting with a range of materials (paint and printing).</p> <p>Focus artist Beatriz Milhazes</p> | <p>D- Food- Empanadas</p> <p>NC- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. -Understand and apply the principles of a healthy, varied diet. -Understand seasonality, and know where and how a variety of ingredients are grown.</p> <p><i>Design, Make and Evaluate an empanada.</i></p> | <p>D-Structure/Gears and Pulleys - Fairground.</p> <p>NC- Understand and use electrical systems in their products. -Understand and use mechanical systems in their products [for example, gears, pulleys] -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -understand how key events and individuals in design and technology have helped shape the world</p> <p><i>Design, Make and Evaluate a fairground ride.</i></p> | <p>A- Digital Media-My Twiss Green Journey</p> <p>NC- To improve their mastery of art and design techniques.</p> <p>Focus artist: Vik Muniz Njideka Akunyili Crosby</p> |
| <p>For DT all year groups will go through the Design, Make and Evaluate steps outlined in the National Curriculum- more detailed dividing of skills and knowledge are highlighted in the Knowledge and Skills document.</p> | | | | | | |