

**Calveley Primary Academy**  
**Art and DT Overview**

| EYFS Overview  |                                |   |                        |  |   |
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| Autumn 1<br>Star in a Jar  | Autumn 2<br>Juniper, Jupiter   | Spring<br>The Something   | Spring 2<br>Little Red | Summer 1<br>The Storm Whale  | Summer 2<br>The Extraordinary Gardner.          |
| Art- Drawing and Painting  | DT /Design a superhero costume | Art/Collage   | DT/ Design and Build   | Beach Art  | DT- design and create (window box and planting) |
| <p>Can I describe the shapes and patterns I create?<br/>           Can I explain the colour palette that I use?<br/>           Can I explore pictures and painting in the class picture book and explain my views and opinion on the images?<br/>           Can I use lines to enclose a shape and use this to represent objects?<br/>           Can I use appropriate colours for a purpose?<br/>           Can I design a picture based on the class topic using images from the stories?<br/>           Can I add paint to my own picture using correct brush strokes?<br/>           Can I mix colours correctly and accurately?<br/>           Can I add detail on my picture?</p> <p>Can I select appropriate resources and adapt work where necessary?<br/>           can I create simple representations of events, people and objects?<br/>           can I explore what happens when they mix colours?<br/>           Can I design my own super hero cape?<br/>           Can I use specific colours and patterns for purpose?<br/>           Can I cut my cape using the correct tools?<br/>           Can I use material correctly and with accuracy?<br/>           Can I cut shapes with accuracy?<br/>           Can I attach detail and shapes to my cape?</p> |                                | <p>Can I explore a range of artists who use collage and give my views and opinions?<br/>           Can I explore the images from the class books to support my collage designs?<br/>           Can I explain my design to others?<br/>           Can I describe what I have created my design?<br/>           Can I can understand that different media can be combined to create new effects.?<br/>           Can I manipulate materials to achieve a planned effect?<br/>           can I select the appropriate resources and adapt work where necessary?<br/>           Can I add texture for effect?<br/>           Can I create a collage using a range of material?<br/>           Can I use the correct layering techniques to add texture and depth to my image?<br/>           Can I think carefully about the colours I will use?<br/>           Can I use correct and accurate finishing techniques?<br/>           Can I explore a range of art deco designers and give my views and opinions?<br/>           Can I explore the images from the class books to support my designs?<br/>           Can I explain my design to others?<br/>           Can I describe what I have created my design?<br/>           Can I explore art deco designs?<br/>           can I use simple tools to effect changes to materials?</p> |                        | <p>Can I use a range of styles to create a detailed drawing?<br/>           Can I use correct pencil grip to add tone and texture?<br/>           Can I colour mix with accuracy?<br/>           Can I use my ideas to design a image in the correct style?<br/>           Can I draw shapes and patterns with accuracy?<br/>           Can I add shading and texture using a range of pressure?<br/>           Can I add colour using a range of colour palettes?<br/>           Can I mix colour by layering and texture?<br/>           Can I research famous artists and use their designs to support my ideas?<br/>           Can I express my views and opinions on other artists work?<br/>           Can I explore a range of designs with accuracy?<br/>           Can I evaluate mine and others work?</p> |   |

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| <p>Can I add detail to my cape using accurate colours and patterns for purpose?</p> <p>Can I explore a range of super hero costumes?</p> <p>Can I think how super hero costumes are designed and created?</p> <p>Can I explain my designs?</p> <p>Can I describe how to make my cape?</p> <p>Can I evaluate my cape?</p> | <p>can I handle tools, objects, construction and malleable materials safely and with increasing control?</p> <p>can I use simple tools and techniques competently and appropriately?</p> <p>Can I design a piece of furniture or building in the art deco theme?</p> <p>Can I use correct ways of attaching card together?</p> <p>Can I cut with accuracy?</p> <p>Can I use a range of attaching techniques?</p> <p>can I select tools and techniques needed to shape, assemble and join materials they are using?</p> |  |
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**Year 1/2 Year A Overview**

| <p style="text-align: center;"><b>Autumn 1/2</b><br/><b>Acton / Tarporley Cheshire</b><br/><b>Where in the world is ..... (Acton)?</b></p>   | <p style="text-align: center;"><b>Spring</b><br/><b>Our Feathered Friends</b></p>   | <p style="text-align: center;"><b>Summer 1</b><br/><b>Afternoon Tea with the royals</b></p>  | <p style="text-align: center;"><b>Summer 2</b><br/><b>Commotion in the Ocean</b></p>  |
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| <p><u>Art Focus</u><br/>Sketching/landscapes<br/>Artist:<br/>Monet/JMW Turner/Constable</p> <p>Can I Study a range of art work from Monet/JMW Turner or constable?</p> <p>Can I discuss similarities and differences? Can I explore how the art work is created through sketching and building up of colours?</p> <p>Can I practice sketching using a range of styles and develop skills accordingly?</p> <p>Can I use the examples of art work to support children progression of sketching skills?</p> <p>Can I explore how pressure on the pencil develops the tone and explore and develop this skill?</p> <p>Can I use a simple object from the classroom or historical object from the school/Acton, to practice sketching the object, using correct measurements?</p> <p>Can I discuss how line and shapes can be made through developing sketches over and over?</p> | <p><u>Art/Collage: Bird study</u><br/><u>Artist: Lyn Norton</u></p> <p>Can I recognise some of Lyn Norton’s artwork?</p> <p>Can I talk about (likes, dislikes, themes, inspirations, media used) the natural world artwork by Lyn Norton?</p> <p>Can I work in the style of Lyn Norton?</p> <p>Can I use a range of media to recreate an artist’s work?</p> <p>Can I create tactile collages using a range of materials?</p> <p>Can I experiment with colour and patterns in my artwork?</p> <p>Can I evaluate my art?</p> <p><u>DT Focus:</u><br/><u>Architect: Frank Lloyd Wright</u></p> <p>Can I study famous designs by Frank Lloyd Wright?</p> <p>Can I share what I like and dislike about Frank Lloyd Wright buildings?</p> <p>Can I research and talk about a range of existing bird feeders?</p> <p>Can I deconstruct a bird feeder and label the parts?</p> <p>Can I find out which bird feeder is the most popular any why?</p> | <p><u>Clay: pots/Clarice Cliff</u></p> <p>Can I study the work of Clarice Cliff and recognise her designs?</p> <p>Can I work in her style replicating her designs using bold colour?</p> <p>Can I describe what is special about Clarice Cliff’s work and why her ceramics became famous?</p> <p>Can I evaluate what I like/dislike about the art deco design?</p> <p>Can I create pinch and coil pots?</p> <p>Can I use appropriate vocabulary eg clay, glaze, coil, fire, kiln, slip, throw, potter’s wheel, mould, roll</p> | <p><u>DT:</u><br/><u>Build a Beach Hut</u><br/><u>Architect Philip Johnson</u></p> <p>Can I study building desin by a famous architect such as Philip Johnson?</p> <p>Can I recognise what makes a god design of a building?</p> <p>Can I research different beach hut designs?</p> <p>Can I compare a rnage of beach hut designs?</p> <p>Can I design my own beach hut?</p> <p>Can I build my own beach hut prototype by using my design?</p> <p>Can I generate, develop, model and communicate my</p> |

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| <p>Can I use range of shapes and objectives to build up and develop my sketching skills using pencil and paper?</p> <p>Can I study the colours wheel and recognise primary and secondary colours?</p> <p>Can I be given an opportunity to use the work from the artists and study the mixing of water colours?</p> <p>Can I explore how colours can be mixed and how they can build up and develop the colours successfully?</p> <p>Can I add texture to the art work through adding layers of tissue paper or build-up of further water colours?</p> <p>Can I refer back to the artists to support my work?</p> | <p>Can I find out the most popular bird food through investigations?</p> <p>Can I display my investigation results?</p> <p>Can I design a bird feeder?</p> <p>Can I make a prototype of the bird feeder and make changes to improve it further?</p> <p>Can I make a bird feeder?</p> <p>Can I evaluate the product?</p> |  | <p>ideas through talking, drawing and templates,?</p> <p>Can I select from and use a range of tools and equipment to build my beach hut such as cutting, shaping, joining and finishing?</p> <p>Can I select from and use a wide range of materials and components to match the needs of my beach hut?</p> <p>Can I evaluate my ideas and products against design criteria?</p> <p>Can I build structures, exploring how they can be made stronger, stiffer and more stable?</p> |
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**Year 1/2 Year B Overview**

| <b>Autumn 1<br/>British Isles</b>   | <b>Autumn 2<br/>Behind Enemy Lines</b>   | <b>Spring 1<br/>Fun at the Fair</b>  | <b>Spring 2<br/>How does your garden grow?</b>   | <b>Summer 1<br/>How does your garden Grow?</b>  | <b>Summer 2<br/>Water world</b>   |
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| <p><u>ART Focus</u><br/>Collage<br/>Artist: Eileen Downes</p> <p>Can I study the work from Eileen Downes?<br/>Can I look at how the artist uses texture and paper to develop her collage.</p> | <p><u>Art Focus</u><br/><u>Artist- Rex Whistler</u><br/>Charcoal<br/>Study the work and composition of Rex Whistler.<br/>Can I explore how the artists used colour and style to create his art work?<br/>Can I focus on the people in the art work and how the</p> | <p><u>Art:</u><br/><u>Artist: Mark Ogge</u><br/><u>Circus/fairground Chalks</u><br/>Can I study the work of Mark Ogge?<br/>Can I research a fairground from the past to date and draw images to represent the fairgrounds?</p> | <p><u>DT Focus</u><br/>Planters :<br/>Landscape Designer: Range of designers taken from Chelsea flower show.<br/>Can I study work from designers and share my point of view?<br/>Can I recognise what makes a good design for a planter?</p> | <p>DT Design and make a mini green house<br/>Adapt design: Nicholas Grimshaw: Eden Project. Market research.<br/>Can I research the range of 'mini-greenhouses' available on the market?<br/>Can I evaluate the features of the 'mini greenhouses' for effectiveness?</p> | <p>Art: Sketching: water art<br/>Sketching/paints: Hokusai:<br/>Waves<br/>Can I look at the 'Waves' work of Japanese artist Hokusai?<br/>Can I understand that waves are a renewable energy source that is often harnessed?</p> |

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| <p>Can I study how to rip and layer newspaper and paper and create colours and textures over the top?</p> <p>Can I review the colour wheel again and ensure that children know about primary and secondary colours?</p> <p>Can I use contrasting and complementary colours?</p> <p>Can I collect a range of postcards or use ones from the internet?</p> <p>Can I talk about the images and pictures and how they are used?</p> <p>Can I start drawing and creating my own postcard ideas from areas of the British Isles using the work of artists and ideas from postcards studied?</p> <p>Can I start creating my collages by ripping paper and layering using the same techniques as the artist studied?</p> <p>Can I develop my own work on colour choices and start to build up colour over the top of my collages to add effect and texture?</p> | <p>artists has drawn people from the war?</p> <p>Can I begin to look at silhouettes and body shapes and how this can be created through charcoal?</p> <p>Can I experiment with the charcoal and develop my rubbing and smudging skills?</p> <p>Can I use newspapers/old if possible or images from the war, develop charcoal silhouettes of people from the war that has been studied?</p> <p>Can I ask children to think about how they will layer their images and add textures?</p> <p>Can I use my skills in water colours to start to add detail over the newspaper and the silhouettes images to add depth to the images?</p> <p>Can I use the images from the artists to support the colour palette at this stage?</p> | <p>Can I start planning my fairground picture using my knowledge of the fairground?</p> <p>Can I sketch a range of images to create a fairground drawing?</p> <p>Can I study colours of a fairground and represent this using chalks?</p> <p>Can I practise smudging, shading, rubbing and mixing chalks?</p> <p>Can I add chalks to my fairground image?</p> <p>Can I evaluate my fairground image?</p> | <p>Can I explore and evaluate a range of existing products?</p> <p>Can I talk about the importance of growing our own plants and vegetables?</p> <p>Can I research a variety of fruit and vegetables and conditions they need to grow?</p> <p>Can I design planters and pots for a garden?</p> <p>Can I list the tools I need?</p> <p>Can I build pots and planters using recycled materials sources within community?</p> <p>Can I evaluate ideas against design criteria?</p> <p>Can I sell plants and veg to local community?</p> | <p>Can I design purposeful 'mini greenhouse'?</p> <p>Can I design a test which will focus on which materials let the most amount of light through?</p> <p>Can I record results of my tests on a simple grid with photographs?</p> <p>Can I build structures, exploring how they can be made stronger, stiffer and more stable?</p> <p>Can I generate, develop and communicate ideas through talking and drawing?</p> <p>Can I evaluate my 'mini greenhouse'?</p> | <p>Can I use acrylic and inks to experiment with mark making?</p> <p>Can I study an artist's work carefully and continue the wave picture using acrylic and inks?</p> <p>Can I use visual vocabulary?</p> |
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**Year 3/4 Year A Overview**

| Autumn 1<br>Europe  | Autumn 2<br>Penny Black  | Spring 1<br>Recycling<br>The 3 R's  | Spring 2<br>Recycling<br>The 3 R's  | Summer 1<br>Ready Steady Cook   | Summer 2<br>Ready Steady Cook |
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| <p><u>DT:</u><br/><u>Engineer study: Design a new product.</u><br/><u>Engineer: JK Brunel</u><br/>Can I study work from JK Brunel in particular the Clifton suspension bridge?<br/>Can I compare this bridge to others around the world?<br/>Can I explore what the shapes and designs of the bridges are?<br/>Can I explore the important features of the bridges in order to give them strength to stay up but also how the need to with stand the elements?<br/>Can I start to research a range of bridge designs and build up a portfolio of ideas in the sketch books?<br/>Can I begin to design my own bridge prototypes focusing on design, styles and practicality as well as strength?<br/>Can I decide on the materials that I will use in order to make my prototype bridge? This can be card, paper straws, wire etc.</p> | <p><u>ART Focus</u><br/>Printing<br/>Artist: Andy Warhol</p> <p>Can I study work from Andy Warhol, particularly the work of Queen Elizabeth?<br/>Can I research Pop art and the key features such as printing and colours?<br/>Can I be given opportunities to explore printing styles?<br/>Can I show children how to create a print block using built up card and how it can be added and layered with different colours and textures?<br/>Can I talk about how this block can be used over and over again to create a repeated print such as Andy Warhol's designs?<br/>Can I explore colours that Andy Warhol uses and create colour palettes for their work on Queen Victoria?<br/>Can I create a printing block of Queen Victoria or an image of the time period and produce a repeated print using colours from their colour palette?</p> | <p><u>Art Focus</u><br/>Sculpture<br/>Artist: Michelle Reader<br/>Can I learn about the artists who have created new items from old materials?<br/>Can I design some new and interesting ways in which [bike wheels or any surplus material within school] can be upcycled and displayed in and around the school?<br/>Can I create new pieces of art using recycled materials by attaching other recycled items such as spoons and forks, ribbon and buttons to them?<br/>Can I work as a team to create a stand alone sculpture?<br/>Can I evaluate my work and recognise how it can be improved?</p> | <p><u>DT Focus</u><br/>Design and make a bag for life<br/>Designer: Alexander Mcqueen<br/>Can I explore and evaluate the range of bags for life available?<br/>Can I research how much bags cost and what they are made from?<br/>Can I test (fairly) and evaluate existing products?<br/>Can I create a new design for a bag for life and evaluate ideas against design criteria?<br/>Can I consider the views of others to improve my design?<br/>Can I design a new bag for life with a logo incorporated?<br/>Can I select from and use a wider range of tools and equipment to perform practical tasks?<br/>Can I make a new bag for life?<br/>Can I carry out tests on the bag for life?<br/>Can I record results from tests?</p> | <p><u>Art: Still life: food.</u><br/>Artist: Paul Cezanne<br/>Can I study the work of Cezanne?<br/>Can I explore and compare still life paintings from famous artists?<br/>Can I draw a range of food with increased accuracy using control over lines and shape?<br/>Can I add depth and tone to my still life drawing?<br/>Can I explore painting techniques in the style of Cezanne?<br/>Can I Begin to add paint to my still life by mixing and manipulating the colours?<br/>Can I paint with increased accuracy?<br/>Can I evaluate my painting and recognise how it can be improved?</p> <p><u>DT</u><br/>Plan and make a menu for a week to feed a family<br/>Chef: Jamie Oliver<br/>Can I collect, interpret and present data using bar charts, pictograms and table?<br/>Can I monitor the diet of my family for a week?<br/>Can I understand nutritional information on food packaging?<br/>Can I understand the principles of a healthy and varied diet?<br/>Can I research a range of recipes available for cooking on a budget?<br/>Can I design and plan a menu that includes a balance of foods to suit dietary needs?<br/>Can I prepare and cook a savoury dish from the designed healthy menu?<br/>Can I use the appropriate basic cooking skills successfully?</p> |                               |

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| <p>(They will need to consider the strength)<br/>         Can I create my own prototypes using their designs to support?<br/>         Can I ensure I cut and attach material together with accuracy?<br/>         Can I think about measurements, construction and functionality of their prototypes?<br/>         Can I see if their bridge can withstand a certain amount of force added?<br/>         EG 5 books?</p> |  |  |  | <p>Can I use correct measuring skills for cooking successfully?<br/>         Can I purchase appropriate ingredients on a budget?</p> |
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**Year 3/4 Year B Overview**

| <p style="text-align: center;"><b>Autumn 1<br/>The Forgotten flamboyant King<br/>James I<br/>Behind Enemy Lines</b></p>  | <p style="text-align: center;"><b>Autumn 2<br/>Gift of giving</b></p>  | <p style="text-align: center;"><b>Spring 1<br/>Charles I and II<br/>War and pestilence</b></p>  | <p style="text-align: center;"><b>Spring 2<br/>Around the world in 80 days</b></p>  | <p style="text-align: center;"><b>Summer 1<br/>Lights Camera Fashion</b></p>   | <p style="text-align: center;"><b>Summer 2<br/>Lights Camera Fashion</b></p> |
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| <p><u>DT: Sewing- make hats</u><br/>           Designer: Phillip Treacy</p> <p>Can I study Phillip Teach, famous hat designer?<br/>           Can I study design, shapes, texture, material, wear ability etc?<br/>           Can I compare these hats with other styles of hats from a range of periods in time? How do they compare?</p> | <p><u>DT Focus</u><br/>           Designing a new logo<br/>           Range of Famous logos to be studied</p> <p>Can I study a range of charity logos such as WWF, NSPCC, Cancer research etc?<br/>           Can I compare and contrast the logos studies?<br/>           Can I ensure that I know the purpose of a logo?</p> | <p><u>Art Focus</u><br/>           Clay<br/>           Range of Stuart Period architecture.</p> <p>Can I use a range of secondary sources to investigate buildings typical of the Stuart period?<br/>           Can I make preliminary sketches using light pressure and gentle strokes, considering finer details?<br/>           Can I start to work and manipulate clay?</p> | <p><u>DT Focus</u><br/> <u>Design a form of transportation to travel the world.</u><br/> <u>Inventors: Wright Brothers</u><br/>           Can I study the work of the Wright Brothers?<br/>           Can I use research and develop design criteria to inform the design of a mode of transportation to travel the world?<br/>           Can I design my own round the world transportation?</p> | <p><u>Art: Figurative studies.</u><br/> <u>Artist: Edgar Degas</u><br/> <u>Pastels</u><br/>           Can I study and research the work of Edgar Degas?<br/>           Can I recognise the style of Edgar Degas and compare to other figurative artists?<br/>           Can I develop my sketching techniques by drawing figures?<br/>           Can I draw figures with increased accuracy?<br/>           Can I experiment with lines, shapes to build by confidence in drawing figures?<br/>           Can I experiment with the use of pastels including mixing and blending colours?<br/>           Can I add pastels to my work with increased confidence and be able to manipulate the colours?</p> |  |

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| <p>Can I study the style of hats in the Stuart period and compare to Philip Treacy?<br/>         Can I build up a design portfolio of hat styles from the Stuart period particularly ones worn by James I?<br/>         Can I be given an opportunity to practice sewing skills? Can I work on scraps of fabric and material and develop my skills in sewing pieces of materials together using a range of different stitching techniques?<br/>         Can I design my own Stuart style hat using ideas that I have collected?<br/>         Can I use felt (this is the easiest material as it is firm and will keep shape) to create my own hat?<br/>         Can I create hat templates and cut using accurate cutting?<br/>         Can I sew hats together using skills practiced earlier in topic?<br/>         Can I evaluate my design?</p> | <p>Can I develop my own logos for my charity that I am studying?<br/>         Can I focus on style, design, shape, and colours which needs to be built up as a 'journey' in my art books?<br/>         Can I develop this further on a computer software such as word or Paint?</p> | <p>Can I use correct materials to cut, shape and mould clay to create a Stuart building?<br/>         Can I use images and designs to ensure my building matches the Stuart style architecture?<br/>         Can I evaluate my clay building and think of ways to improve?</p> | <p>Can I draw cross sections and exploded diagrams to show my designs?<br/>         Can I begin to build my own prototypes of my invention?<br/>         Can I use a wide range of tools and equipment to build my prototype?<br/>         Can I use construction material with confidence?<br/>         Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work?</p> | <p><u>DT Focus</u><br/>         Textiles – upcycling a garment<br/>         Range of fashion designers: EG Yves Saint Laurent, Vivienne Westwood, Coco Chanel</p> <p>Can I investigate and analyse designs and designers in history?<br/>         Can I use my sketchbook to draw, review and revisit ideas?<br/>         Can I create a design which will change an item of clothing?<br/>         Can I embellish my piece of clothing?<br/>         Can I measure and cut material with accuracy?<br/>         Can I use sewing skills successfully?<br/>         Can I recognise and use ethical decision making?<br/>         Can I be part of planning and staging a fashion show?</p> |
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**Year 5/6 Year A Overview**

| <b>Autumn 1<br/>           Queen Elizabeth I &amp;<br/>           Tudor Exploration<br/>           Sails, Seas and Scurvy</b> | <b>Autumn 2<br/>           Wonders of the world<br/>           Mayan Project</b> | <b>Spring 1<br/>           Ecotricity</b> | <b>Spring 2<br/>           Ecotricity</b>   | <b>Summer 1<br/>           Whats on the Menu<br/>           DT</b> | <b>Summer 2<br/>           Romans- the Empire<br/>           Strikes back<br/>           Art- sewing</b> |
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| Art Focus<br>Drawing & painting   | <u>DT</u>  | <u>Art Focus</u>                          | <u>DT Focus</u><br>Engineer: Charles F Bush | <u>DT Focus-</u>   |  |

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| <p>Artist: Levina Teerline</p> <p>Can I study the artwork from Levina Teeline?<br/> Can I compare and contrast work from the Tudor period to now? How does it differ?<br/> Can I focus on how the artist has developed the figures, in particular the colours used and the style of the art for this period in time?<br/> Ca I talk about how the artist tended to exaggerate beauty of the figure?<br/> Can I develop my self - portrait skills by studying the artist work to develop their own ideas?<br/> Can I use proportion of figures and how to split up the body to ensure that the size and shapes are accurate?<br/> (you tube is good for examples)<br/> Can I practice using sketching skills and relevant pressure on their pencils?<br/> This could be a developmental lesson on its own.<br/> Can I use the colours used in the Tudor period for painting and develop my own colour palette?</p> | <p><u>Design a new Wonder:</u><br/> <u>Architect: Antoni Gaudi</u></p> <p>Can I study a range of Architecture from around the world such as the work from Gaudi?<br/> Can I explore a range of architecture and build up a mood board of my research findings?<br/> Can I focus on design and key features as well as practicality/functions of the designs?<br/> Can I develop my own design for my Wonder of the World?<br/> Can I consider the purpose of the design and where it will be in the world?<br/> Can I begin to create a model of their wonder using construction card?<br/> Can I practice cutting skills and have measured the model accurately?<br/> Can I stick the model together/joining skills with precision and accuracy?<br/> (this may be a standalone lesson if required)<br/> Can I produce a scaled model of my Wonder of the World design through use of construction card and cutting and joining techniques?</p> | <p>Painting &amp; mixed media:<br/> Natural studies: sculpture<br/> Artist: Andy Goldsworthy<br/> Can I study the work of Andy Goldsworthy?<br/> Can I research how Natural materials can be used to create natural sculptures and patterns?<br/> Can I design a natural wind chime sculpture?<br/> Can I use my designs to collect suitable natural resources to build my Natural wind chime?<br/> Can I create my natural wind chime sculpture using my natural materials?</p> | <p>Design and make a wind turbine<br/> Can I research a range of wind turbines and how they are constructed?<br/> Can I study the work of Charles F Bush?<br/> Can I select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately?<br/> Can I select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities?<br/> Can I make the wind turbine according to the designs and adaptations proposed?<br/> Can I evaluate my ideas and product against my design criteria and consider the views of others to improve the product?</p> | <p>Food technology, recipe planning. Preparing a meal on a budget using locally sources produce.<br/> Can I understand the principles of a healthy and varied diet?<br/> Can I look at a range of local menus and design a meal using local produce.<br/> Can I make several simple dishes?<br/> Can I create invitations for parents and community members to come and sample the meals?<br/> Can I prepare and cook a variety of dishes using a range of cooking techniques?<br/> Can I plan, prepare, cook and serve food to the wider school community?<br/> Can I evaluate my ideas and dishes against the original brief and consider the views of others to improve their work?</p> <p>Art- Sewing. Create and design a Roman Toga.</p> <p>Can I research Roman togas and their designs?<br/> Can I design my own Roman Toga using ideas from my research?<br/> Can I choose from a range of stitching techniques?<br/> Can I sew a piece of material using embellishments and attachments?<br/> Can I combine previously learned techniques to create pieces?<br/> can use a range of visual elements to reflect the purpose of the work?</p> |
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| Can I use patterns and textures that were used at this time?<br>Can I produce my own Tudor portrait based on Queen Elizabeth? | Can I evaluate my wonder of the world and compare designs? |  |  |  |
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**Year 5/6 Year B Overview**

| <b>Autumn 1<br/>Law and Disorder</b>  | <b>Autumn 2<br/>The Apprentice</b>   | <b>Spring 1<br/>GlobalCitizen@work</b>  | <b>Spring 2<br/>Global Citizen@work</b>   | <b>Summer 1<br/>Pharaohs, Pyramids and Prehistoric periods<br/>(30,000 - 327BC)</b>   | <b>Summer 2<br/>Wacky races</b>  |
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| <p><u>ART graffiti art/ computer</u><br/>Artist: Banksy.<br/>Can I study work from Banksy?<br/>Can I research Banksy and compare to other graffiti artists?<br/>Can I recognise the main features of Graffiti art? EG free hand, spray can techniques, stencils, one line, quick, colourful, impact.<br/>Can I use Ipad photo software (free on Ipad eg enlight or graffiti me are good apps to use) or another photo editing App? (most are free)<br/>Can I take photos of images reflecting the Vikings, and use the photo editing software to enhance and develop/ manipulate the image?</p> | <p><u>DT Focus</u><br/>Design a logo for a new App.<br/>Apple Apps<br/><br/>Can I study a range of APPs and their logos? Can I look at well known APPs and discuss why they can be recognised? Can I highlight how colours have been used as well as simplicity of the design?<br/>Can I create a mood board of their research into App designs?<br/>Can I develop their own APP design for their product?<br/>Can I create their APP in their sketchbooks building up their designs and features over a period of time?<br/>Can I produce a colour palette of colours they wish to use for their APP taking</p> | <p><u>DT Focus</u><br/>Planting &amp; growing seeds<br/>Research<br/>Can I understand seasonality and know where and how a variety of ingredients are grown?<br/>Can I understand how plants, shrubs and trees help the world?<br/>Can I generate, develop and communicate ideas through discussion?<br/>Can I calculate costs and work out how much each plant will be sold for, taking into account; compost, seeds and plant pot costs?<br/>Can I organise a plant sale where plants can be bought and sold at a coffee morning?</p> | <p><u>Art Focus</u><br/>Collage<br/>Artist: Ben Giles<br/>Can I talk about the work of collage artist Ben Giles?<br/>Can I use my sketch book to record their observations and use them to review and revisit ideas?<br/>Can I use the internet to search for images to use in my work and make a small mock-up?<br/>Can I focus particularly on using text to convey Global Impact meaning?<br/>Can I design and develop my final collage piece, adding to it over several weeks</p> | <p><u>Art Focus</u><br/>Surface decoration<br/>Use a range of Egyptian Designs<br/>Can I design a new chariot using images from history/Egypt?<br/>Can I evaluate my ideas against my own design criteria and consider the views of others to improve their work?<br/>Can I use research as stimulus for my designs?<br/>Can I create a sketch of my designs using relevant pencil tone and pressure?<br/>Can I develop pattern relating to the Egyptian times?</p> | <p><u>DT Focus</u><br/>Design and make small scale go-karts<br/>Engineers: Formula 1 and Bentley<br/>Can I use research and develop design criteria to inform kart design?<br/>Can I generate, model and communicate ideas through discussion, annotated sketches, cross-sectional and explored diagrams?<br/>Can I design a go-kart suitable for the needs of the users based on feedback from the survey?<br/>Can I select from and use a wider range of tools and equipment to perform practical tasks accurately?<br/>Can I evaluate my ideas and products against the design criteria and consider the views of others to improve their work?</p> |

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| <p>Can I draw or trace outlines of Viking images onto card to create stencils?</p> <p>Can I increase the complexity and detail of my work by looking at Banksy's artwork?</p> <p>Can I recreate flicking and safe spraying with water based paints onto paper?</p> | <p>into account colours used on well-known APPs already?</p> <p>Can I transfer my design onto the Computer using Word, PowerPoint or paint as the software of choice?</p> <p>Can I evaluate my work, focusing on the design and style as well as simplicity?</p> |  |  |  | <p>Can I evaluate effectiveness of the go-kart?</p> |
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Vocabulary to be taught across year groups

|                      |                   |                         |                      |                   |                     |                    |                     |                     |                       |                         |                   |                     |
|----------------------|-------------------|-------------------------|----------------------|-------------------|---------------------|--------------------|---------------------|---------------------|-----------------------|-------------------------|-------------------|---------------------|
| <b>Abstract</b>      | <b>Blending</b>   | <b>Clay</b>             | <b>Create</b>        | <b>Easel</b>      | <b>Hatching</b>     | <b>marker</b>      | <b>Oil paint</b>    | <b>Palette</b>      | <b>Photo</b>          | <b>Printing</b>         | <b>Shade</b>      | <b>Tone</b>         |
| <b>Acrylic paint</b> | <b>Brightness</b> | <b>Collage</b>          | <b>Critique</b>      | <b>Exhibition</b> | <b>Hue</b>          | <b>Masterpiece</b> | <b>Old master</b>   | <b>Alette knife</b> | <b>Photographer</b>   | <b>Proportion</b>       | <b>Sketch</b>     | <b>Tools</b>        |
| <b>Architecture</b>  | <b>Brush</b>      | <b>Colour</b>           | <b>Crosshatching</b> | <b>Form</b>       | <b>Illustration</b> | <b>Media</b>       | <b>Paint</b>        | <b>Paper</b>        | <b>Portrait</b>       | <b>Ruler</b>            | <b>Sketchbook</b> | <b>Watercolour</b>  |
| <b>Art gallery</b>   | <b>Canvas</b>     | <b>Coloured pencils</b> | <b>Decorate</b>      | <b>Frame</b>      | <b>Image</b>        | <b>Medium</b>      | <b>Paint brush</b>  | <b>Pastel</b>       | <b>Poster</b>         | <b>Sculpt</b>           | <b>Stencil</b>    | <b>Texture</b>      |
| <b>Artist</b>        | <b>Ceramics</b>   | <b>Colour wheel</b>     | <b>Design</b>        | <b>Gallery</b>    | <b>Ink</b>          | <b>Mixed media</b> | <b>Painter</b>      | <b>Pen</b>          | <b>Pottery</b>        | <b>Sculptor</b>         | <b>Still life</b> | <b>Textile arts</b> |
| <b>Artwork</b>       | <b>Chalk</b>      | <b>Composition</b>      | <b>Draw</b>          | <b>Gouache</b>    | <b>Kiln</b>         | <b>Mosaic</b>      | <b>Painting</b>     | <b>Pencil</b>       | <b>Primary colour</b> | <b>Sculpture</b>        | <b>Style</b>      |                     |
| <b>Artistic</b>      | <b>charcoal</b>   | <b>Contrast</b>         | <b>Drawing</b>       | <b>Graffiti</b>   | <b>Line</b>         | <b>Museum</b>      | <b>Paint roller</b> | <b>Perspective</b>  | <b>Print</b>          | <b>Secondary colour</b> | <b>Shape</b>      |                     |

Vocabulary for DT

|    |          |           |           |          |           |          |       |            |                |           |         |          |
|----|----------|-----------|-----------|----------|-----------|----------|-------|------------|----------------|-----------|---------|----------|
| Y1 | design   | architect | prototype | model    | template  | diagram  | tools | cut        | join           | shape     | finish  | stable   |
|    | build    | clay      | glaze     | coil     | fire      | kiln     | slip  | throw      | Potter's wheel | mould     | label   | evaluate |
| Y2 | products | planters  | landscape | evaluate | materials | recycled | pots  | greenhouse | transparent    | construct | explore | improve  |

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|    | structures | stronger       | stiffer           | steadier          | annotate  | Plan      | design  | build              | finish   | purpose     |           |         |
| Y3 | engineer   | bridge         | product           | purpose           | structure | materials | tools   | support            | eco      | sustainable | resources | test    |
|    | logo       | textiles       | template          | nutrition         | diet      | balanced  | menu    | produce            | Seasonal | processed   | reared    |         |
| Y4 | logo       | Cross-sections | Exploded diagrams | explanations      | prototype | invention | upcycle | construction       | textiles | design      | embellish | sew     |
|    | hem        | wool           | silk              | cotton            | spool     | thread    | tack    | embroider          | pattern  | aesthetic   |           |         |
| Y5 | architect  | Cross-sections | annotate          | Exploded diagrams | construct | build     | cut     | measure            | join     | finish      | evaluate  | improve |
|    | turbine    | rotate         | blades            | nutrition         | diet      | balanced  |         | Cooking techniques | produce  | seasonal    | processed | sourced |
| Y6 | aesthetic  | app            | logo              | gears             | pulleys   | cams      | cogs    | levers             | wheels   | mechanism   | prototype | scale   |
|    |            | monitor        | control           | circuits          | switches  | bulbs     | buzzers | motors             |          |             |           |         |

### **Non- Negotiables**

### **Statutory Requirements**

| <b><u>Year group</u></b> | <b><u>ART</u></b>   | <b><u>DT</u></b>   |
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| <b><u>KS1</u></b>        | <ul style="list-style-type: none"> <li>begin to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul> | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment</p> <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] · select from and use a wide range</li> </ul> |

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|                   |   | <p>of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products · evaluate their ideas and products against design criteria</li> <li>• Technical knowledge · build structures, exploring how they can be made stronger, stiffer and more stable · explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</li> </ul> |
| <p><b>KS2</b></p> | <ul style="list-style-type: none"> <li>• Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>• about great artists, architects and designers in history.</li> </ul> | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional</li> </ul>   |

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|  |  | <p>and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> |
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|  |  | <ul style="list-style-type: none"><li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ul> |
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