

Art & Design & Design & Technology	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
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**Please note: Art and Design & Design & Technology are two very separate subjects. The content of both must be covered equally.**

**Each unit contains 4 or 5 sessions (not 6). There is flexibility in the context as long as the NC content remains.**

Nursery	- Painting , drawing, collage/junk modelling, sculpture					
	<ul style="list-style-type: none"> <li>- Talk about the marks that they have made when drawing and painting</li> <li>- Being to use some shapes and lines when drawing and painting</li> <li>- Explore water and paint, with support</li> <li>- Explore different materials with support</li> <li>- Understand how to use glue to stick materials onto paper</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to join different materials such as hammers and nails with support</li> <li>- Begin to understand how to pour and own colours</li> <li>- Explore different materials with support</li> <li>- To show greater control when using a glue stick and glue spreader to stick materials to paper</li> </ul>	<ul style="list-style-type: none"> <li>- Explore a range of materials with independence</li> <li>- Continue to develop their knowledge of how to join different materials, hammers and nails, tape and glue</li> <li>- Begin to draw and paint using lines and shapes to represent objects</li> <li>- Continue to explore colour mixing including making the paint lighter or darker</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop their knowledge of how to join different materials, hammers and nails, tape and glue</li> <li>- Explore a range of materials with independence</li> </ul>	<ul style="list-style-type: none"> <li>- Show greater independence in using paint, mixing own colours independently.</li> <li>- Explore mixing powder paints, with support</li> <li>- Continue to draw with greater complexity and detail</li> <li>- Develop own ideas about which materials to use and what to make</li> <li>- Develop own ideas and choose own materials and joining methods</li> </ul>	<ul style="list-style-type: none"> <li>- Show greater independence in using powder paint to the correct consistency</li> <li>- Explore colour mixing of powder paints, with the support</li> <li>- Continue to draw with complexity and detail</li> <li>- Develop own ideas about which materials to use and what to make</li> <li>- Develop own ideas and choose own materials and joining methods</li> </ul>
Reception	<ul style="list-style-type: none"> <li>- Creating with Materials</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul>					
	<ul style="list-style-type: none"> <li>- Begin to use observation skills to draw things with increasing details</li> <li>- To independently mix secondary colours</li> <li>- To explore different types of glue and tape for a range of purposes</li> <li>- Use simple blocks and construction sets for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Join materials together to make musical instruments.</li> <li>- To use black and white to change the shade of paint.</li> <li>- Explore a variety of construction materials and make a plan for what they want to make.</li> </ul>	<ul style="list-style-type: none"> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Start to create their own storylines that include peers.</li> <li>- To draw a range of objects</li> <li>- Constructs with a purpose in mind, using a variety of resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Use tools and techniques with increased care and precision.</li> <li>- To mix a range of colours using a colour mixing chart.</li> <li>- To plan, carry out and evaluate and change where necessary.</li> <li>- Manipulates materials to achieve a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Create collaboratively and share ideas, resources and skills.</li> <li>- Adapt own work to make it even better.</li> <li>- Problem solve and reflect on their designs and creations.</li> </ul>	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used</li> </ul>

	<ul style="list-style-type: none"> <li>- Make own playdough, with support.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses simple tools and techniques competently and appropriately.</li> <li>- To learn the names of different tools and techniques that can be used to create Art.</li> <li>- To experiment with creating different things and to be able to talk about their uses.</li> <li>- Make play dough independently.</li> </ul>	<ul style="list-style-type: none"> <li>- To use paints, chalks and other resources to create observational drawings.</li> <li>- To be able to safely construct with a purpose and evaluate their designs, including using simple woodworking tools.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and select resources and tools to achieve a particular outcome.</li> </ul>	<ul style="list-style-type: none"> <li>- Independently use tools and techniques with increased care and precision.</li> <li>- Use knowledge of colours mixing to mix a range of colours.</li> <li>- To know the different uses and purposes of a range of media and materials.</li> <li>- To be able to safely construct with a purpose and evaluate their designs</li> </ul>	
Y1	<p><b>Art and design</b> Drawing: Make your mark</p> <ul style="list-style-type: none"> <li>- To use 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</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><b>Design and technology</b> Structures: Constructing windmills</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> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b>Art and design</b> Painting and mixed media: Colour Splash</p> <ul style="list-style-type: none"> <li>- To use 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</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><b>Design and technology</b> Textiles: Puppets</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> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- Evaluate their ideas and products against design criteria</li> </ul>	<p><b>Art and design</b> Sculpture and 3D: Paper play</p> <ul style="list-style-type: none"> <li>- To use 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</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><b>Design and technology</b> Food: Fruit and vegetables</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]</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- Explore and evaluate a range of existing products</li> <li>- Use basic principles of a healthy and varied diet to prepare dishes</li> <li>- Understand where food comes from</li> </ul>

<p>Y2</p>	<p><b>Art and design</b> <b>Drawing: Tell a Story</b></p> <ul style="list-style-type: none"> <li>- 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 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><b>Design and technology</b> <b>Structures: Baby Bear's Chair</b></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> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Art and design</b> <b>Craft and Design: Map it out</b></p> <ul style="list-style-type: none"> <li>- 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 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><b>Design and technology</b> <b>Structures: Tudor Houses</b> (Not Kapow)</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> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> </ul>	<p><b>Art and design skills</b> <b>Painting and mixed media: Beside the seaside</b></p> <ul style="list-style-type: none"> <li>- 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 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><b>Design and technology</b> <b>Mechanisms: Making a moving monster</b></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> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p>Y3/4</p> <p>Year A (22/23)</p> <p>Y3 units</p> <p>Year B – follow Y4 units</p>	<p><b>Art and design</b> <b>Painting &amp; mixed media: Prehistoric art</b></p> <ul style="list-style-type: none"> <li>- 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.</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 [for example, pencil, charcoal, paint, clay]</li> <li>- About great artists, architects and designers in history</li> </ul>	<p><b>Design and technology</b> <b>Food: Eating seasonally</b></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>- 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> <li>- Understand and apply principles of a healthy and varied diet</li> <li>- Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- Understand seasonality, and know where and how a</li> </ul>	<p><b>Art and design</b> <b>Drawing: Growing artists</b></p> <ul style="list-style-type: none"> <li>- 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.</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 [for example, pencil, charcoal, paint, clay]</li> <li>- About great artists, architects and designers in history</li> </ul>	<p><b>Design and technology</b> <b>Electrical systems: Electric poster</b></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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <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> <li>- Evaluate their ideas and</li> </ul>	<p><b>Art and design</b> <b>Craft &amp; design: Ancient Egyptian scrolls</b></p> <ul style="list-style-type: none"> <li>- 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.</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 [for example, pencil, charcoal, paint, clay]</li> <li>- About great artists, architects and designers in history</li> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b>Design and technology</b> <b>Structures: Constructing a castle</b></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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <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> <li>- Investigate and analyse a range of existing products</li> <li>- Evaluate their ideas and products against their own design criteria and</li> </ul>

		<ul style="list-style-type: none"> <li>– variety of ingredients are grown, reared, caught and processed</li> </ul>		<ul style="list-style-type: none"> <li>– products against their own design criteria and consider the views of others to improve their work</li> <li>– Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>		<ul style="list-style-type: none"> <li>– consider the views of others to improve their work</li> </ul>
Y5	<b>Design and technology</b> <b>Textiles: Bayeux tapestry</b> <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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <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> <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> </ul>	<b>Design and technology</b> <b>Food: What could be healthier?</b> <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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</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>	<b>Art and design</b> <b>Painting &amp; Mixed Media: Portraits</b> <b>Artist study – Roy Lichtenstein</b> <ul style="list-style-type: none"> <li>– 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.</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 [for example, pencil, charcoal, paint, clay]</li> <li>– About great artists, architects and designers in history.</li> </ul>	<b>Design and technology</b> <b>Structures: Bridges</b> <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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <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> <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> </ul>	<b>Art and design</b> <b>Sculpture and 3D</b> <b>Interactive installation</b> <ul style="list-style-type: none"> <li>– 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.</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 [for example, pencil, charcoal, paint, clay]</li> <li>– About great artists, architects and designers in history.</li> </ul>	<b>Art and design</b> <b>Craft and design – architecture.</b> <ul style="list-style-type: none"> <li>– 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.</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 [for example, pencil, charcoal, paint, clay]</li> <li>– About great artists, architects and designers in history.</li> </ul>
Y6	<b>Art and design</b> <b>Still life</b> <ul style="list-style-type: none"> <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 [for example, pencil, charcoal, paint, clay]</li> <li>- About great artists, architects and designers in history</li> </ul>	<b>Design and technology</b> <b>Electrical systems: Lighthouse</b> <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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],</li> </ul>	<b>Art and design</b> <b>Make my voice heard</b> <ul style="list-style-type: none"> <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 [for example, pencil, charcoal, paint, clay]</li> <li>- About great artists, architects and designers in history</li> </ul>	<b>Design and technology</b> <b>Food: Come Dine With Me</b> <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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>- Select from and use a wider range of tools and equipment to perform practical</li> </ul>	<b>Art and design</b> <b>Photography</b> <ul style="list-style-type: none"> <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 [for example, pencil, charcoal, paint, clay]</li> <li>- About great artists, architects and designers in history</li> </ul>	<b>Design and technology</b> <b>Digital world: Navigating the world</b> <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 and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <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> </ul>

		<p>accurately</p> <ul style="list-style-type: none"><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><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></ul>		<p>tasks (for example, cutting, shaping, joining and finishing), accurately</p> <ul style="list-style-type: none"><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><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></ul>		<ul style="list-style-type: none"><li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul>
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