



Mount Pleasant Lane

Art and Design & Technology Curriculum Overviews

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Junk Modelling Structure	Marvellous Marks Drawing	Bookmarks Textiles	Painting Painting/Mixed Media	Clay minibeasts Sculpture/3D	Boats Structure
Year 1	Wheeled vehicle Wheels & axels	Pencil Pot Structures	Observational portrait Drawing	Wrapping and weaving Woven wonders	Puppets Textiles	Earth Plate Painting
Year 2	Tone & texture Drawing	A moving animal Mechanisms	Pouch Textiles	Collage Painting & mixed media	Stained glass Craft & design	Smoothies Cooking
Year 3	Prehistoric cave painting Painting/mixed media	Vegetable Tart Cooking	Ancient Egyptian scrolls Craft & Design	Electric Poster Electrical systems	Castle structure structures	Shading Drawing
Year 4	Soap & wire sculptures Sculpture/3D	Adapting a recipe Cooking	Pencil Drawing Drawing	Book Sleeve Textiles	Pneumatic fish Mechanical systems	Still life painting Painting
Year 5	Stuffed animal Textiles	Portrait Painting	Truss Bridge Bridges	Monument Drawing Architecture	Portrait Drawing	Gears and pulleys
Year 6	Artist Study Painting/mixed media	Develop a recipe Cooking	Street Art Drawing	Steady Hand Game Electrical systems	Memory Box Sculpture/3D	Bags Textiles



EYFS Art/DT

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Amazing Me	Let's Celebrate	People who help us	Growing	Minibeasts	Land to the sky
EYFS	DT Focus: Structure Outcome: Junk Modelling my Home Skill: Explore materials. Awareness of different materials. Scissor skills. Joining techniques. Plan choices and problem solve whilst making model. <i>And/or</i> Manipulating salt dough and using a range of tools to create a Dwali decoration. <i>And/or</i> Pumpkin Soup	Art Focus: Drawing Outcome: Marvellous Marks as Self Portraits Skill: Mark Making. Shading. Spatial Awareness. Language of texture. Wax crayons and chalk. Felt tips and pencils. Observational drawings. Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape). Describe when colouring is lighter or darker (Tone). Make lines and marks on paper, staying within the boundaries of the page.	DT Focus: Textiles Outcome: Superhero Bookmarks Skill: Threading activities using Binka and needle. Design and follow to create. Developing cutting, threading, joining and folding skills through fun, creative craft projects. To create a textiles product (bookmark) following their own design.	Art Focus: Painting Mixed Media Outcome: Paint my World Garden. Skill: Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Explore paint textures, for example mixing in other materials. Use paint to express ideas and feelings. Exploring paint and painting techniques through nature, music and collaborative work.	Art Focus: Sculpture & 3D Outcome: Creation clay minibeast Skill: Manipulate clay to make animal sculptures. Forces language – push pull twist. Natural landscapes they have found outdoors.	DT Focus: Structure Outcome: Boats Skill: Properties of materials through water play. Which are waterproof. Float or sink. Design a floating boat.
Skill Progression	Art			D&T		
	- Children draw or mark make with a variety of materials e.g. paint, pastels, felt tips, paint, chalk and pencils, shaving foam. - Children use a variety of tools to create. E.g. paintbrushes and natural objects. - Name the primary colours – red, blue, green, yellow. Start discussing colour mixing e.g. yellow and blue makes green. - Children are exposed to different colours and texture e.g. mixing paint with natural objects, mixing paint.			- Children will use glue, tape and split pins to join pieces. They will learn how to use cuts, folds, tabs and joins appropriately to join pieces. - Create models from junk, card, paper-mache and make props for their role play or small world play. - Make small worlds with construction/loose parts. - Sewing with a large needle and weaving with wool - View their work and think about how to improve it. - Represent their own ideas, thoughts and feelings through design and technology		



	- Children observe and draw/paint pictures that relate to their experiences or prior knowledge e.g. flowers after a spring walk, autumn leaves after an autumn walk. - Children think about what colours or shapes to use when drawing or painting. - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	
Vocabulary development	Colour, primary colours, brush, chalk, pencil, mixing, shape,	Safe, use, explore, variety, materials, tools, techniques, experiment, colour, design, texture, form, function, purpose. Food Technology variety , food, hygiene, health	
<u>3D unit Artists</u>	<u>Craft unit Artists</u>	<u>Drawing unit Artists</u>	<u>Painting unit Artists</u>
Beth Caveer			Megan Coyle
Julie Wilson			Jasper Johns



Year 1 Art/DT

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Transport	Our School	Significant People	The UK	Kings and Queens	Our Planet
Year 1	DT Focus: Wheels and axels Outcome: Wheeled vehicle Skills: Learning about the key parts of a wheeled vehicle, develop an understanding of how wheels, axles and axle holders work while designing and making a moving vehicle	DT Focus: Structures Outcome: Pencil Pot. Skills: Exploring the stability of structures and making a stable pencil pot for a specific user.	Art Focus: Drawing Outcome: Observational portrait Skills: Mark Making. Shade. Spatial Awareness. Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists. Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc. Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing. Draw and combine geometric shapes. Identify known shapes in objects, scenes or images they wish to draw. Apply more pressure when drawing or colouring to create a darker tone. Create an area with a single, consistent tone when	Art Focus: Woven Wonders Outcome: Make your mark Skills: Use creative techniques like wool wrapping and weaving, and understand the work of artists like <i>Cecilia Vicuña</i> . It emphasises skills such as measuring, choosing materials, and resilience in artistic creation, catering to children's creative and cognitive development.	DT Focus: Textiles Puppets Outcome: Joining fabrics to make a King/Queen puppet Skills: Exploring ways to join fabric before creating puppets. Range of tools and textures, technical skills of cutting, glueing, stapling and pinning.	Art Focus: Painting Mixed Media - Colour splash Outcomes: A painted earth plate in the style of an <i>artist Clarice Cliff</i> Skill: Explore a variety of media, mixing different shades of one colour paint. Primary and secondary. Mixed medium. Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.



			colouring /shading. Demonstrate a growing spatial awareness to represent the position and size of objects.			
Skill Progression	Art			D&T		
	Drawing - Experiment with a variety of media and investigate patterns and textures. - Experiment with a variety of media to include charcoal, felt tips, pastels to draw both man-made and natural objects. - Observe and draw as accurately as possible. - Create different textures Painting and Colour: - Explore Secondary colours through mixing - To know that primary colours can be mixed to create secondary colours.. - To experiment blending oil pastels to achieve a shaded effect. - To paint with different brush sizes and tools such as natural objects (feathers, sticks etc.)			- Design: Children suggest, explain and develop their ideas through talk and drawings based on their own experiences. They start to show an understanding of how to design a product and make it based on a design criteria. - Children are starting to design purposeful, functional, appealing products for themselves based on a design criteria. They start to generate, develop, model and communicate their ideas through talking, drawing, templates and IT. Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing] - Make: Make their designs using appropriate techniques, tools and mechanisms. They are starting to assemble, join materials and components together. They use a limited range of materials and components, including construction materials, textiles and ingredients. Starting to build structures, exploring how they can be made stronger, stiffer and more stable by using mechanisms such as sliders, wheels and axles. Children evaluate their own product. - Evaluate: Discuss how well their product works in relation to the purpose and explain that They evaluate their ideas and products against design criteria they like and dislike about it and why.		
Vocabulary progression	Observe, draw, shape, blend, shade, light, dark, mix, primary, colour			Design, function, product, design criteria, generate, develop, model, communicate, template, mock-up. Tools, equipment, cut, shape, join , finish, material, component, construction, ingredients Evaluate, product Structure, stronger, stiffer, stable, mechanisms - levers, sliders, wheels, axles		

3D unit Artists	Craft unit Artists
Marco Balich	Judith Scott
Louise Bourgeois	Cecilia Vicuna
Smantha Stephenson	Drawing unit Artists
Painting unit Artists	Renata Bernal
Clarice Cliff	Iyla Bolotowsky
Jasper Johns	Zaria Forman
	Wassily Kandinsky
	Bridget Riley



Year 2 Art/DT

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Great Fire of London	Comparison with African or South Asian Village	Inspirational People	Victorians	Bricket Wood	The Seaside
Year 2	Art Focus: Drawing Outcome: Observational Drawing Skills: Understanding Tone and Texture. Exploring how artists use tone and texture, and applying these techniques in observational drawings.	DT Focus: Mechanisms Outcome: A moving animal. Skills: Learning the terms pivot, lever and linkage design an animal that will move using a linkage mechanism. Various materials to bring animal to life.	DT Focus: Textiles Sewing Outcome: Pouch with a running stitch and applique of chosen person. Skills: Design a pouch and cut fabric. Neatly pin and decorate using a running stitch.	Art Focus: Painting and mixed media. Outcome: Life in colour Collage Skills: Take inspiration from collage work of artist and songwriter Romare Bearden . Use knowledge of colour mixing and texture to make own painted paper in his style and use it to create a collage.	Art Focus: Craft & Design. Outcome: Map it out stained glass. Skills: Create a piece of art that represents the local area using a real map as a stimulus. A map of their journey to school, including key landmarks. Including drawing, felt making, printmaking, and designing stained glass. Make a piece of felt that holds together and resembles their map making choices about which details from their map to include in a stained glass (cellophane shapes).	DT Focus: Cooking and nutrition. Outcome: Smoothies. Skills: Handling and exploring fruit and vegetables. Learning how to identify fruit. Taste tests to identify fruit for the smoothie they make. Design and create their smoothie packaging.
Skill Progression	Art			D&T		
	Drawing: - Continue to draw and sketch, experimenting with different mark making tools, techniques and surfaces. Focus on tone. - Children to continue experimenting with a variety of mark making tools and the use of different surfaces to create texture. To start discussing shadows and using words such as light and dark when talking about their drawing. To start			Design: - Start to generate ideas by drawing on their and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. - Identify a purpose for what they intend to design and make. - Develop their ideas through talk and drawings and label parts. - Make templates and mock ups of their ideas in card and paper or using IT		



	discussing and creating tone using a pencil. To use drawing as a tool to record experiences, observations and feelings. Painting and Colour: - Explore mixing colour shades and tone to match those of the natural world. Work on a large and small scale. Describe colour by objects. - Begins to introduce mixing of colours to make new colours. Exploring lightening and darkening of colours using black or white - To begin mixing colour shades and tones without adding black or white. - To explore painting with different colours on a large scale e.g. a group art work (sea scenery, woodlands etc.). Textiles and Textures (Craft & Design): - Gaining experience working with a variety of materials and skills. - To use materials to overlap and overlay to create a picture.	- Develop an understanding of researching using non- design purposeful, functional, appealing products for themselves and other users based on design criteria. - Identify a purpose for what they intend to design and make. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and IT Make: - Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. - Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. - With help measure, cut and score with some accuracy. Start to choose and use appropriate finishing techniques based on own ideas. - Use limited range of materials, including construction materials, tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. - Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms such as levers, in their products. Explore and evaluate a range of existing products. Evaluate: - Start to evaluate their products against their design criteria as they are developed, identifying strengths and possible changes they might make. - Talk about their ideas, saying what they like and dislike about them.
Vocabulary Progression	Secondary, lightening, darkening, shadow, shade, texture, collage, overlap, overlay, natural, manmade, warm, cold, positive, negative, feelings, mood.	Design, function, product, design criteria, generate, develop, model, communicate, template, mock-up. Tools, equipment, cut, shape, join , finish, material, component, construction, ingredients, Evaluate, product, Structure, stronger, stiffer, stable, mechanisms - levers, pivot, linkage
3D unit Artists	Craft unit Artists	Drawing unit Artists
Ranti Barn	Josef Albers	Quentin Blake
Rachel Whiteread	Mathew Cusick	
	Euardo Paolozzi	
Painting unit Artists	Maggie Scott	
Romare Bearden	Kim Soon-Im	



Year 3 Art/DT

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Stone Age	The UK	Ancient Egyptians	The Romans	Earth & Volcanoes	The Amazon
Year 3	Art Focus: Painting and Mixed Media Outcome: Prehistoric Cave Painting Skills: Recognise the processes involved in creating prehistoric art. Use simple shapes to build initial sketches and create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists successfully making positive and negative handprints in a range of colours of natural colours. <i>or</i> Clay pots, link to Bell Beaker culture from Europe.	DT Focus: Cooking & Nutrition Outcome: Vegetable Tart Skills: Help the children develop their food preparation skills while learning about seasonal foods and creating a seasonal food tart	Art Focus: Craft and Design Outcome: Ancient Egyptian Scrolls Skills: Understanding and applying the styles, patterns, and techniques of Ancient Egyptian art designing scrolls, making paper, and creating contemporary responses using zines.	DT Focus: Electrical systems Outcome: Electric Poster Skills: Research an idea choose a specific Ancient Roman topic on which to base their initial poster ideas. Develop an initial idea into a final design. Assemble final product on strong card and incorporate a simple circuit with a bulb. Use battery to test works.	DT Focus: Structures Outcome: Constructing a castle Skills: To understand that wide and flat based objects are more stable. Understanding the importance of strength and stiffness in structures so they are strong and stable.	Art Focus: Drawing Outcome: Developing Drawing Skills Skills: Developing shading skills and drawing techniques to create botanical-inspired digital drawings. To recognise how artists use shape in drawing. Understanding how to create tone in drawing by shading and texture can be created and used to make art. Applying observational drawing skills to create detailed drawings.
Skill Progression	Art Drawing: - To know how to use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. - To know how to recognise more organic shapes within objects. - To know how to attempt to draw 3D forms using line and shape.			D&T Design - Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Make - Ordering the main stages of making into a plan - Selecting materials, components, ingredients		



	- To know how to place tonal shading by experimenting and recognising how it can help to show that a shape has form. - To know how to sketch out an idea or composition using short, fast, light strokes and 2D shapes. <u>Painting and mixed media:</u> - Beginning to intentionally use different brush techniques and brushstrokes to create effects. - Using a variety of tools to create different textured effects. - Recognising that changing the paint's consistency can affect texture and coverage. - Choosing colours deliberately to show mood or temperature. - Identifying warm and cool colours. <u>Craft & Design</u> - To know how to use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. - To know how to represent geometric 3D shapes more accurately and begin to include organic forms. - To know how to use a more diverse range of marks to convey a subject's form. - To know how to combine lines and marks to create light and dark areas of a drawing. - To know the impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. - To know how to Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. - To know how to Sketch to plan the placement of their composition elements for visual effect. - To know how to draw more accurately in relative size/proportion. - To know how to recognise whether something is in the foreground or background of a composition and how size can show distance.	- Explain choices with regard to function and form Evaluate - Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. - Suggesting points for modification of the individual designs.
<u>Vocabulary progression</u>	Artist, blend, even tones, geometric, grip, materials Organic pattern pressure product refine sketch shading shape style tone	2D, 3D, design, key features, net stable structure, strong, evaluate, ingredients, mock-up, product, final design



3D unit Artists	Craft unit Artists	Drawing unit Artists
Ruth Asawa		Max Ernst
Anthony Caro		Carl Linnaeus
	Painting unit Artists	Georgia O'Keefe
		Maud Purdy

Year 4 Art/DT

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 4	Anglo Saxons	Iceland	Vikings	1066	Rivers	London
	Art Focus: Sculpture and 3D Mega Materials Outcome: Soap and Wire Sculptures Skills: To develop ideas for 3D work through drawing and visualisation in 2D. Draw a simple design with consideration for how its shape could be cut from soap. Transfer idea into a soap carving. To explore how shapes can be formed and joined in wire, adding details for stability and aesthetics. Considering alternative ways to display their sculptures when being photographed/ displayed.	DT Focus: Cooking and Nutrition Outcome: Adapting a recipe Skills: Considering the cost of ingredients and other expenses against a set budget. Food preparation skills and adapting a recipe to suit a new target audience. Describe features of biscuits using taste, texture and appearance. Follow a recipe with support.	Art Focus: Drawing Outcome: A 3D pencil drawing of a Viking Skills: 3D drawing using tone to create a 3D effect exploring proportion. Shading techniques to show pattern and contrast. Varying tools; scissors, wax crayons.	DT Focus: Textiles Fastenings Outcome: Book Sleeve Skills: Write the design criteria and then design a sleeve that satisfies the criteria. Make a template for their book sleeve and assemble their case/jacket using any stitch they are comfortable with.	DT Focus: Mechanical systems Outcome: Pneumatic fish Skills: Creating movement, how a pneumatic system forces air over a distance to create movement. Design and explain ideas clearly. Begin to draw different types of diagrams to generate suitable ideas and design a toy to create one specific movement. Build secure housing for a pneumatic system, consider sustainable resources and materials to create different effects by cutting, creasing, folding.	Art Focus: Painting and Mixed Media Light and Dark Outcome: Still life Painting Royal Guard Soldier Skills: Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Try different arrangements of objects for a composition and sketch. Create a final still life painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
Skill Progression	Art			D&T		
	Sculpture & 3D			Design Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.		



- To know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.
- To know how to use their arm to draw 3D objects on a large scale.
- To know how to sculpt soap from a drawn design.
- To know how to smooth the surface of soap using water when carving.
- To know how to join wire to make shapes by twisting and looping pieces together.
- To know how to create a neat line in wire by cutting and twisting the end onto the main piece.
- To know how to use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.
- To know how to try out different ways to display a 3D piece and choose the most effective.

Drawing

- To know how to use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass.
- To know how to represent geometric 3D shapes more accurately and begin to include organic forms.
- To know how to use a more diverse range of marks to convey a subject's form.
- To know how to combine lines and marks to create light and dark areas of a drawing.
- To know the impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light.
- To know how to Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones.
- To know how to Sketch to plan the placement of their composition elements for visual effect.
- To know how to draw more accurately in relative size/proportion.
- To know how to recognise whether something is in the foreground or background of a composition and how size can show distance.

- Conduct market research
- Develop designs by adding detail and justifications
- Create prototypes

Make

- Ordering the main stages of making into a plan
- Selecting materials, components, ingredients
- Explain choices with regard to function and form
- Joining materials securely by selecting and applying appropriate joining methods

Evaluate

- Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.
- Suggesting points for modification of the individual designs.
- Compare a range of products



	<u>Painting</u> - Controlling brushstrokes to create smoother blends and neater edges, reducing white gaps. - Recognising the impact of light on form (eg. where it hits 3D objects and where shadows form). (Shape, Form, Tone) - Smoothly blending from light tones, to mid tones, to dark tones. (Tone) - Mixing tints and shades by adding white or black to adjust colour strength. - Using colour to represent light and shadow and show the form of an object. - Adding small amounts of paint at a time to create gradual changes in colour.	
	Balanced, composition, proportionate, realistic, exaggerated, focal point, shadow, layer	Compare, construct, modify, opinion, market research, combine,

<u>3D unit Artists</u>	<u>Craft unit Artists</u>	<u>Drawing unit Artists</u>
El Anatsui	Ruth Daniels	Fernando Botero
Sokari Douglas-Camp	Senanayake	Alberto Giacometti
Barbara Hepworth	Megan Carter	Henri Matisse
Magdelene Odundo	William Morris	Henry Moore
Jaume Plensa		Ed Ruscha
<u>Painting unit Artists</u>		Georges Seurat
Audrey Flack	Clara Peeters	

Year 5 Art/DT

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Tudors	Africa	Trade	St Albans	Ancient Greece	Canals
Year 5	<u>Art</u> Focus: Painting & Mixed Media Outcome: Portrait Skills: Opportunities to develop skills in creating	<u>DT</u> Focus: Textiles Outcome: Stuffed animal Skills: Designing a stuffed animal and make decisions on materials, decorations	<u>DT</u> Focus: Bridges Outcome: Truss Bridge Skills: Test and analyse various type of bridge to determine their strength	<u>Art</u> Focus: Architecture Outcome: Monument Drawing Skills: Architecture	<u>Art</u> Focus: Drawing: Depth, emotion and movement Outcome: Portrait	<u>DT</u> Focus: Gears and Pulleys Outcome: Eco gadget Bike Skills: Making and designing gear and pulley



	interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.	and attachments after learning how to sew.	and stably. Explore material properties and sources	This unit focuses on architecture, guiding pupils through observational drawing, printmaking, and building design. It encourages children to explore architectural elements, analyse Hundertwasser's work, and create meaningful monuments, enhancing their understanding of composition, design, and art appreciation.	Skills: Exploring mark making for showing depth, emotion and movement.	systems and exploring their uses.
Skill Progression	Art			D&T		
	Painting - Using brushes expressively by adjusting pressure, speed and direction to create dynamic effects. - Applying paint with precision and intent, making decisions based on the effect they are aiming for. - Using dry brush techniques to create textured, broken lines suggesting motion or energy. - Applying techniques like flicking, dabbing and sweeping to create rhythm and motion. - Exploring and using a different medium - Exploring how colour and contrast can emphasise mood and movement in a composition. - Applying colour mixing skills to create specific, intentional colours for a purpose. Drawing - To know how to use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. - To know how to capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition.			Design - Develop designs by adding detail and justifications - Create prototypes - Develop more independence in generating ideas - Begin to use more complex annotated sketches Make - Measuring and marking to a greater degree of accuracy to support more complex designs and components - Selecting and applying joining methods to create strong, durable and well-finished products. - Shaping and refining materials and components to balance aesthetics and functionality. - Selecting and applying finishes to enhance appearance and protect the product. Evaluate - Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects. - Consider alternative materials, tools or techniques that could enhance the product		



	- To know how to describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed. - To know how to identify qualities and techniques that resonate and begin to develop personal style and preferences. - To know how to refine tonal shading to show greater graduations in tone. - To know how to blend to smooth transitions in tone. - To know how to use shading techniques such as cross hatching, to create texture as well as depth. - To know how to use sketching to experiment with ideas, layout and shading. - To know how to consider balance and symmetry / asymmetry in compositions. - To know how to start using size to develop a foreground, midground and background in compositions.	
<u>Vocabulary progression</u>	Abstract, middle ground proportion realistic refine shading tone background balanced composition depth emotion emphasise expressive focal point foreground form main subject	Accurate, annotate, axle, force, gear, machine, output, mechanism, pulley

<u>3D unit Artists</u>	<u>Craft unit Artists</u>	<u>Drawing unit Artists</u>
Cai Guo-Qiang	Zaha Hadid	Teis Albers
	Friedensreich Hundertwasser	Karen Rose
<u>Painting unit Artists</u>	Njideka Akunyili Crosby	Frida Kahlo
Chila Kumari	Vincent van Gogh	Maggie Scott

Year 6 Art/DT						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 6	Extreme Earth	Benin Kingdom	World War 2	Industry and Invention	Industrial Revolution	Galapagos
	<u>Art</u>	<u>DT</u> Focus: Cooking and nutrition	<u>Art</u> Focus: Drawing	<u>DT</u> Focus: Electrical systems	<u>Art</u> Focus: Sculpture and 3D	<u>DT</u> Focus: Textiles



	Focus: Painting & mixed media Outcome: Artist study. A piece of art. Skills: Understanding narratives and descriptive language in art, exploring meanings behind paintings, and developing personal interpretations and abstract art pieces based on selected artists. Lessons explore creative expression, analysis, and evaluation skills in art.	Outcomes: Developing a recipe Skill: Learning a simple bolognese recipe and adapting it to improve nutritional content. (Year 5 Content)	Outcomes: Street Art piece Skill: Expressing ideas Exploring how artists express ideas and how they use scale to do so. Consider the Berlin Wall.	Outcome: Steady hand game Skills: Understand what is meant by fit for purpose, design and form follows function. Develop and design a steady hand game.	Outcome: A memory box Skills: To create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.	Outcome: Bags Skills: Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality. Applique Galapagos animals.
Skill Progression	Art			D&T		
	Painting - Selecting and changing brushes confidently to suit the purpose, scale or effect they want to create. - Blending and layering paint with control to achieve smooth transitions or bold contrasts. - Building a painting in layers, starting with a sketch, then a light wash, followed by built-up colour and fine detail. - Controlling water on the brush to create washes, gradients or stronger colour. - Using wet-on-wet and wet-on-dry watercolour techniques to achieve different effects. - Exploring and using watercolour paints (solid paint). - Using water instead of white paint to lighten colours when using watercolour. - Making sophisticated colour choices to support depth, composition, mood or meaning in their work. Drawing - To know how to use explore the expressive qualities of line as part of their iterative process.			Design - Develop designs by adding detail and justifications - Create prototypes - Develop more independence in generating ideas - Begin to use more complex annotated sketches Make - Measuring and marking to a greater degree of accuracy to support more complex designs and components - Selecting and applying joining methods to create strong, durable and well-finished products. - Shaping and refining materials and components to balance aesthetics and functionality. - Selecting and applying finishes to enhance appearance and protect the product. Evaluate - Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects.		



	- To know how to consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. - To know how to further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. - To know how to find a point in the distance to draw from (one-point perspective). - To know how to scale drawings up or down while aiming to keep proportion. <u>Sculpture & 3D</u> - To know how to translate a 2D image into a 3D form. - To know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). - To know how to manipulate cardboard to create different textures. - To know how to make a cardboard relief sculpture. - To know how to make visual notes to generate ideas for a final piece. - To know how to translate ideas into sculptural forms.	
<u>Vocabulary progression</u>	Depth, horizon, mural, one point perspective, proportion, realism, scale, vanishing point	Aesthetic, innovate, alternative

<u>3D unit Artists</u>	<u>Painting unit Artists</u>	<u>Craft unit Artists</u>	<u>Drawing unit Artists</u>
Judith Scott	Frank Bowling	Graham Holland	Dan Fenelon
Yinka Shinobare	Richard Brackenbush	Edvard Munch	Diego Rivera
Nicola Anthony	Lubaina Himid	Chris Plowman	Leonardo Da Vinci
Louise Nevelson	David Hockney	Edward Weston	
Joseph Cornell	John Singer Sargent	Derek O Boateng	
	Paula Rego	Chuck Close	
	Fiona Rae	Albrecht Durer	
		Hannah Hoch	