

## Art and Design Long Term Plan – 2021/22

### Art and Design Objectives

#### KS1

- 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.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- 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.

#### KS2

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.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects, and designers in history.

#### Art Sketchbook

- Artist review – research, notes, like/dislikes, practise working in the style of the artist, evaluating
- Experiment – media (colour mixing, tones, shading), materials (textures, magazines, fabrics), photographs, notes, evaluating.
- Final piece – Apply skills to create a final piece linked to the artist.

## Art and Design Long Term Plan – 2021/22

### Design and Technology Objectives

#### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- 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 of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

#### 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.

#### Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

## Art and Design Long Term Plan – 2021/22

### Design and Technology Objectives – KS2

#### Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately
- 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

#### Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

#### Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

## Art and Design Long Term Plan – 2021/22

	Advent 1	End Points	Advent 2	End Points	Lent 1	End Points	Lent 2	End Points	Pentecost 1	End Points	Pentecost 2	End Points
<b>E Y F S</b>	<b>Drawing Mark Making</b>	Use, express and experiment line for purpose.  Use different materials – pencils, crayons, felt tips, chalk.	<b>DT (structures) Construction</b>	Experiment using different construction materials.  Begin to design, label, and build a structure.  Begin to understand form and space and develop language.  Evaluate design	<b>Painting Printing</b>	Begin to mix primary colours.  Create a colour wheel.  experiment with making lighter and darker shades.  Create Elmer using different skills.	<b>Sculpture Junk Modelling And Joining materials</b>	Design a model.  Experiment creating a model using different recycled materials.  Use different joining materials.	<b>DT (Mechanisms) Moving story book</b>	Explore making mechanisms  Design and construct a moving story book.  Evaluate the moving story.	<b>DT (food) Smoothies</b>	To identify fruit and vegetables.  To identify where plants grow.  To taste different fruit and vegetables and make a smoothie.
<b>Y e a r  1</b>	<b>Drawing Autumn observatio nal drawings</b>	Experiment with drawing and explore different media.  Draw from close observation.  Add detail and shading.  Add colour and begin to use tone.	<b>DT (Structures) Windmill</b>	To design a structure and include individual preferences and requirements.  Make a stable structure.  Assemble the component of the structure.  Evaluate and adapt the design.	<b>Sculpture animals</b>	Learn about form and space through making sculptures.  Identify, describe and use shape for purpose.  To plan and create a sculpture.  To paint the sculpture.	<b>DT (Textiles) Puppets</b>	To evaluate existing products.  To design a puppet.  To join fabrics together using different methods.  To use a template to create a design.  To embellish the design using joining methods.  To evaluate final product.	<b>Painting Landscapes</b>	Develop skill and control when painting. Paint with expression.  Remember the primary colours and how to mix them to create secondary colours.  Create shades of colour and choose and justify colours for purpose.	<b>DT (Mechanisms) Wheels and Axles  DT (Food) Making pizza/ bread</b>	Understand how wheels move and identify what stops wheels from turning.  Design a moving vehicle.  Build a moving vehicle.

## Art and Design Long Term Plan – 2021/22

Year 2	<b>Drawing Shading and tone – 3D drawings</b>	<p>Explore different drawing techniques and begin to apply tone to describe form.</p> <p>Develop skill and control with a range of drawing materials</p>	<b>Painting Portraits</b>	<p>Mix, apply and refine colour mixing for purpose.</p> <p>Paint with creativity and expression.</p> <p>Explore with different media, shade and choosing correct colours.</p>	<b>DT (structures) fairground wheel</b>	<p>Explore wheel mechanisms and design a wheel.</p> <p>Select appropriate materials.</p> <p>Build and test a moving wheel.</p> <p>Make and evaluate a structure with a rotating wheel.</p>	<b>Sculpture superheroes</b>	<p>Create 3D human forms.</p> <p>Use different materials.</p> <p>Use mixed media and add to the sculpture.</p>	<b>DT (mechanisms) Moving monster</b>	<p>Understand how objects move.</p> <p>Make linkages</p> <p>Design and make a moving monster</p>	<b>DT (Textiles) Pouches</b>	<p>Sew a running stitch and join fabrics using a running stitch.</p> <p>Design a template.</p> <p>Decorate a pouch using stitching.</p>
Year 3	<b>Drawing geometric art – still life</b>	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading.</p>	<b>Sculpture Wire art</b>	<p>To be able to see simple shapes in drawings.</p> <p>To create a continuous line drawing.</p> <p>To create wire art.</p>	<b>DT (structures) castles</b>	<p>Recognise how shapes are combined to form a strong and stable structure.</p> <p>Design a castle.</p> <p>Construct 3D nets.</p> <p>Construct and evaluate final product.</p>	<b>Painting Prehistoric art</b>	<p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Use aspects of colour such as tints and shades for different purposes.</p>	<b>DT (Textiles) cushions</b>	<p>Sew using cross stitch and use applique.</p> <p>Design a product and its template.</p> <p>Decorate and assemble cushion.</p>	<b>DT (Mechanisms) Pneumatic Toys</b>	<p>Understand how pneumatic systems work.</p> <p>Design and create a toy which uses a pneumatic system.</p> <p>Test an finalise ideas against a design criteria.</p>
Year 4	<b>Drawing Optical illusions – Zentangle patterns</b>	<p>Create original designs for patterns using geometric repeating shapes.</p> <p>Use a variety of tones to create 3D effects.</p>	<b>DT (food) biscuits</b>	<p>Follow a baking recipe.</p> <p>Make and taste a prototype.</p> <p>Design and make a biscuit that meets a given design brief.</p>	<b>DT (structures) Pavilion</b>	<p>Create a range of different shaped frame structures.</p> <p>Build a chosen frame structure and add cladding.</p> <p>Evaluate pavilion.</p>	<b>Sculpture Musical instruments – African art</b>	<p>To design and make a musical instrument.</p> <p>To use recycled materials.</p> <p>To decorate instrument using different prints and designs.</p>	<b>DT (Mechanism) Slingshot car</b>	<p>Build and design a car chassis.</p> <p>Make a model based on a chosen design.</p> <p>Assemble and test the completed product.</p>	<b>Painting Printing</b>	<p>To create patterns using printing techniques</p> <p>Analyse and describe colour and painting technique.</p> <p>Manipulate colour for print.</p> <p>Create</p>

## Art and Design Long Term Plan – 2021/22

												original designs for patterns.
Year 5	<b>Drawing Architecture</b>	<p>Design new architectural forms and draw using perspective, mathematical processes, detail, and line.</p> <p>To transform the look of a building in the style of a famous artist.</p> <p>To design a monument.</p>	<b>DT (sculptures) bridge</b>	<p>Explore how to reinforce a beam to improve its strength.</p> <p>Build a spaghetti truss bridge.</p> <p>Build a wooden truss bridge.</p> <p>Complete, reinforce and evaluate the truss bridge.</p>	<b>Painting collage</b>	<p>Control brush strokes and apply tints and shades when painting.</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Paint with greater skill and expression.</p>	<b>Sculpture Pottery</b>	<p>To use clay to create a sculpture.</p> <p>Use different tools to add detail.</p>	<b>DT (mechanisms) Pop up story book</b>	<p>Design a pop-up book and follow the design brief to make the book.</p> <p>Use layers and spacers to cover the working of mechanisms.</p> <p>Create a high-quality product suitable for a target user.</p>	<b>DT (Textiles) Stuffed toys</b>	<p>Design a stuffed toy.</p> <p>To sew blanket stitch.</p> <p>Create and add decorations to fabric.</p> <p>Use a blanket stitch to assemble the components of a stuffed toy.</p>
Year 6	<b>Drawing Photography – portraits</b>	<p>Deepen knowledge and understanding of using line when drawing portraits.</p> <p>Develop greater skills and control. Show an increased awareness of using tone to describe light, shade, highlight and shadow.</p>	<b>Sculpture Clay portraits</b>	<p>Draw emotions.</p> <p>Create an impactful piece of art.</p> <p>To create a clay sculpture in the style of an artist.</p>	<b>DT (food) Come dine with me</b>	<p>Research and design a three-course meal</p> <p>Prepare a meal using a recipe and understand where their food comes from.</p> <p>Write up a recipe.</p>	<b>DT (mechanisms) playground</b>	<p>Design a playground with a variety of structures.</p> <p>Build a range of structures.</p> <p>Improve and add detail to structures.</p> <p>Create a surrounding landscape.</p>	<b>Painting Still life</b>	<p>Paint with greater skill and control, applying tonal techniques and more complex theory to own work.</p> <p>To draw a still life study using different media and use a negative medium.</p> <p>Mix and apply colours to represent still life objects from observation.</p>	<b>DT (Textiles) Phone cases</b>	<p>Evaluate existing products.</p> <p>Create a design brief.</p> <p>Make a template and practise joining materials using different sewing methods.</p> <p>Add detail.</p> <p>Evaluate product.</p>

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### **Display**

Autumn – Drawing/sketching

Spring – Sculpture

Summer – DT – design, make, evaluate.