



## Long Term Plan of Content Coverage for Art and Design and Design Technology

**Subject Intent:** Our Art and Design curriculum aims to furnish children with the knowledge and experience of a range of creative techniques, and the opportunity to explore and refine these through their own creative expression. The children will explore and respond to a range of works from artists at local, national and global level. They will interpret and reproduce their own versions of these works. Opportunities for self-expression and the acknowledgement and appreciation of the artistic expression of others are fundamental to our intent for this subject.

**Big Ideas:** **Technique, Exposure, Self-Expression**

### Years 1 and 2

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Cycle A	Painting	D & T Textiles: Puppets or Pouches	Drawing	D & T Structures: Baby Bear's Chair	Collage	D & T Food: Smoothies
	Cycle B	Textiles Dip Dying	D & T Mechanisms: Moving Monsters	Print Making	D & T Food: Balanced Diet	3D Art	D & T Structures: Windmills
Statements from National Curriculum		<b>Painting</b> <ul style="list-style-type: none"> <li>Explore different thicknesses of paint and use these creatively to design and make products.</li> <li>Use different painting techniques and tools to share their ideas and imagination in response to a story.</li> <li>Use the visual elements of line, shape and colour</li> </ul>	<b>Puppets</b> <ul style="list-style-type: none"> <li>Design a puppet and use a template to cut out fabric.</li> <li>Use pins, staples or glue to join fabric pieces together.</li> <li>Join fabric pieces together to make a 3D puppet from their 2D design.</li> <li>Decorate puppet to match their design.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Explore mark making with a range of different markers.</li> <li>Describe marks using appropriate vocabulary.</li> <li>Make own tools for mark making.</li> <li>Make marks onto different surfaces.</li> <li>Use different media to make marks with a focus on tone.</li> </ul>	<b>Moving Monsters</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Build structures and explore how they can be made stronger, stiffer and more stable.</li> <li>Select from and use a range of tools and equipment.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Tear, overlap and stick materials, using them creatively to make collage.</li> <li>Use the colour, texture and form of materials to represent ideas and feelings in collage.</li> <li>Develop cutting and sticking skills in the use of collage.</li> </ul>	<b>Smoothies</b> <ul style="list-style-type: none"> <li>Explore a range of foods and describe in terms of taste and texture.</li> <li>Design an appealing product based on taste, texture and appearance.</li> <li>Make a smoothie selecting from a range of ingredients and using appropriate equipment.</li> </ul> <b>Windmills</b>

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		<p>when developing ideas and products.</p> <ul style="list-style-type: none"> <li>Evaluate own work and identify elements to improve or change.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Investigate dip-dyeing materials and processes.</li> <li>Explore working over dip-dyed surfaces using rubbing or printing.</li> <li>Use colour in chosen images as a starting point to develop own designs.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their puppet against their design and the design criteria.</li> </ul> <p><b>Moving Monsters</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Explore mechanisms and talk about them using the correct terminology (levers, sliders, wheels and axles).</li> <li>Design a moving monster to meet a set of design criteria.</li> <li>Select from materials and tools to assemble the moving monster.</li> <li>Assemble the monster to their linkages without affecting functionality.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Draw from close observation with increasing accuracy.</li> </ul> <p><b>Print Making</b></p> <ul style="list-style-type: none"> <li>Explore direct printing and overprinting as techniques.</li> <li>Make and print with negative stencils.</li> <li>Use a range of printing techniques to create a layered print.</li> <li>Print onto a variety of surfaces.</li> <li>Experiment with colour and layering.</li> <li>Use the visual elements of line, shape and colour when developing ideas and products.</li> <li>Evaluate own work and identify elements to improve or change.</li> </ul>	<ul style="list-style-type: none"> <li>Build a structure, according to a demonstration.</li> <li>Evaluate a design, explaining how it meets the brief and how it has been made stable.</li> </ul> <p><b>Balanced Diet</b></p> <ul style="list-style-type: none"> <li>Explore a range of foods and describe in terms of taste and texture.</li> <li>Design an appealing product based on taste, texture and appearance.</li> <li>Make a wrap, selecting from a range of ingredients, that matches their design.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss, develop and record ideas for collage, using the work of famous collage artists as inspiration.</li> </ul> <p><b>3D Art</b></p> <ul style="list-style-type: none"> <li>Explore the possibilities of working in clay.</li> <li>Explore a range of marks which can be made by pressing found objects into clay.</li> <li>Explore a range of tools when making marks into clay.</li> <li>Manipulate clay, rolling it into balls and coils and use these as decoration.</li> <li>Change the form of clay by pinching, pulling and smoothing.</li> <li>Roll clay to an even thickness.</li> <li>Use sculpture to develop and share ideas and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Build structures and explore how they can be made stronger, stiffer and more stable.</li> <li>Select from and use a range of tools and equipment.</li> <li>Build a structure, according to a demonstration.</li> <li>Explore and use mechanisms in a design.</li> <li>Evaluate a design, explaining how it meets the brief and how it has been made stable.</li> </ul>
SMSC and FBV Connections	<p><b>Spiritual Development</b></p> <ul style="list-style-type: none"> <li>Show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>Use imagination in learning.</li> <li>Show willingness to reflect on their experiences.</li> </ul> <p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>Show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>Show the ability to recognise and value the things we share in common across cultural, religious and socio-economic communities.</li> <li>Show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> </ul>						

## Years 3 and 4

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Cycle A	Collage	D & T Structures: Castles or Pavilions	Painting	D & T Food: Adapt a Recipe	Drawing	D & T Textiles: Cross Stitch or Fastenings
	Cycle B	Print Making	D & T Food: Eating Seasonally	3D Art	D & T Mechanical Systems: Pneumatic toys or Sling Shot Cars	Textiles	D & T Electrical Systems: Electrical Posters/Torches
Statements from National Curriculum		<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Explore complimentary colours, using these to represent ideas in collage.</li> <li>Develop cutting and sticking skills in the use of collage.</li> <li>Investigate and combine the visual qualities of materials and processes and match these to the purpose of their work.</li> <li>Respond to the work of collage artists, developing work in the style of the focus artist.</li> <li>Select and collect visual information and use this to develop ideas.</li> </ul> <p><b>Print Making</b></p>	<p><b>Castles/Pavilions</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Use research and develop design criteria to inform the design of a functional product.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Evaluate their ideas and products against their own design criteria.</li> </ul> <p><b>Eat Seasonally</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Explore tint, tone and colour and use these creatively to design and make products.</li> <li>Explore thickness of paint and brush strokes and use this creatively and purposefully when in their designs.</li> <li>Use developing painting techniques to develop and share ideas in response to the work of key artists.</li> <li>Use the visual elements of line, shape and colour when developing ideas and products.</li> <li>Develop ideas in a sketch book.</li> </ul>	<p><b>Pneumatic Toys/Sling Shot Cars</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Use research and develop design criteria to inform the design of a functional product.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>Understand and use mechanical systems in their products.</li> <li>Evaluate their ideas and products against their own design criteria.</li> </ul> <p><b>Adapt a Recipe</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Explore mark making with pencils.</li> <li>Explore shading techniques and investigate light, medium and dark tone.</li> <li>Select and develop part of an image.</li> <li>Develop images with a focus on pattern, line and shape.</li> <li>Discuss work and identify areas for development.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Investigate dip-dyeing materials and processes.</li> <li>Use developing knowledge of dip-dyeing techniques to create surfaces for printing.</li> </ul>	<p><b>Cross Stitch/ Fastenings</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of materials with a view to using them to create a product.</li> <li>Use research and develop design criteria to inform the design of a functional/aesthetically pleasing product.</li> <li>Join two pieces of fabric together using a modelled stitching technique.</li> <li>Decorate a product using a range of techniques.</li> <li>Explain and justify design choices based on the properties of materials and embellishments.</li> </ul> <p><b>Electrical Posters/Torches</b></p>

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		<ul style="list-style-type: none"> <li>• Explore the technique of mono-printing.</li> <li>• Use a roller effectively when printing.</li> <li>• Create a relief stamp and use it to print.</li> <li>• Investigate collograph printing blocks.</li> <li>• Experiment with colour and surface when developing ideas for printing.</li> <li>• Develop ideas in a sketchbook.</li> <li>• Evaluate own work and identify elements to improve or change.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of foods and describe in terms of taste and texture.</li> <li>• Understand and apply knowledge of a healthy and varied diet.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Design an appealing product based on taste, texture and appearance.</li> <li>• Make a wrap, selecting from a range of ingredients, that matches their design.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<p><b>3D Art</b></p> <ul style="list-style-type: none"> <li>• Roll clay to an even thickness.</li> <li>• Roll clay into a slab and inlay different coloured clays for decoration.</li> <li>• Transform 2D designs into 3D clay forms, adding decoration with different coloured clay.</li> <li>• Use sculpture to develop and share ideas and imagination.</li> <li>• Use brown gummed paper to create 3D forms.</li> <li>• Develop and discuss ideas, refining them in response to discussion with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Design an appealing product based on taste, texture and appearance.</li> <li>• Adapt a recipe by adding extra ingredients to it.</li> <li>• Follow a recipe with support.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a printing block and use to print onto dyed surfaces.</li> <li>• Explore folding, knotting and wrapping techniques when dying fabric.</li> <li>• Develop designs from first-hand experience and record these in a sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products.</li> <li>• Explore existing products and describe how they are successful.</li> <li>• Use research and develop design criteria to inform the design of a functional product.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> </ul>
	<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development</b></p> <ul style="list-style-type: none"> <li>• Show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• Use imagination in learning.</li> <li>• Show willingness to reflect on their experiences.</li> </ul> <p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>• Show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• Show the ability to recognise and value the things we share in common across cultural, religious and socio-economic communities.</li> <li>• Show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> <li>•</li> </ul>					

## Year 5 and 6

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Cycle A	Drawing	<b>D &amp; T Food: Developing a Recipe</b>	Collage	<b>D &amp; T Textiles: Stuffed Toys or Waistcoats</b>	Painting	<b>D &amp; T Structures: Bridges or Playgrounds</b>
	Cycle B	3D Art	<b>D &amp; T Mechanical Systems: Pop up Books or Automata Toys</b>	Textiles	<b>D &amp; T Electrical Systems: Doodlers or Steady Hand Games</b>	Print Making	<b>D &amp; T Food: Come Dine with Me</b>
Statements from National Curriculum		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Investigate and collect visual information from images produced by a well-known artist.</li> <li>Enlarge and develop own work using layering methods to communicate ideas.</li> <li>Use a variety of mark making techniques and tools to develop ideas.</li> <li>To use positive and negative drawing techniques.</li> <li>To make detailed, analytical observational drawings.</li> <li>Understand and use the visual element of tone.</li> <li>Respond to the work of famous portrait artists.</li> </ul> <p><b>3D Art</b></p> <ul style="list-style-type: none"> <li>Create clay slab forms.</li> </ul>	<p><b>Developing a Recipe</b></p> <ul style="list-style-type: none"> <li>Understand and apply knowledge of a healthy and varied diet.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Design an appealing product based on taste, texture and appearance.</li> <li>Cook a savoury dish using a range of techniques and equipment.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Pop Up Book/Automata Toy</b></p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Investigate and combine the visual and tactile qualities of materials and processes and match these to the purpose of their work.</li> <li>Develop control of tools and techniques and use these to create collage pieces.</li> <li>Select and collect visual information and use this to develop ideas.</li> <li>Use a viewfinder to select and record from first-hand observation.</li> <li>Talk about own work and that of others and develop ideas in response to these discussions.</li> </ul> <p><b>Textiles</b></p>	<p><b>Stuffed Toys or Waistcoats</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of materials with a view to using them to create a product.</li> <li>Use research and develop design criteria to inform the design of a functional/aesthetically pleasing product.</li> <li>Join two pieces of fabric together using a modelled stitching technique.</li> <li>Decorate a product using a range of techniques.</li> <li>Explain and justify design choices based on the properties of materials and embellishments.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Explore tint, tone and colour and use these creatively to design and make products.</li> <li>Explore thickness of paint and brush strokes and use this creatively and purposefully when in their designs.</li> <li>Use developing painting techniques to develop and share ideas in response to the work of key artists.</li> <li>Use the visual elements of line, shape and colour when developing ideas and products.</li> <li>Develop ideas in a sketch book.</li> <li>Evaluate own work and consider how ideas</li> </ul>	<p><b>Come Dine With Me</b></p> <ul style="list-style-type: none"> <li>Understand and apply knowledge of a healthy and varied diet.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Design an appealing product based on taste, texture and appearance.</li> <li>Cook a savoury dish using a range of techniques and equipment.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Bridges/Playgrounds</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Create a series of clay pendants.</li> <li>• Use Modroc as a sculpting material.</li> <li>• Explore the work of 3D artists and respond to their work creatively.</li> <li>• Develop and discuss ideas, refining them in response to discussion with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Use research and develop design criteria to inform the design of a functional product.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Use a range of mechanisms and structures to illustrate a pop up book.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and reform visual and tactile qualities using construction and destruction processes.</li> <li>• Use a range of techniques, tools and processes to create fabric products such as a hanging,</li> <li>• Develop designs in response to the work of famous textiles artists.</li> <li>• Evaluate their ideas and products and refine them in response to discussions with peers.</li> </ul>	<p><b>Doodlers/Steady Hand Game</b></p> <ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products.</li> <li>• Explore existing products and describe how they are successful.</li> <li>• Use the terms form and function when describing existing products.</li> <li>• Use research and develop design criteria to inform the design of a functional product.</li> <li>• Design a sturdy base for a game – applying knowledge of how to strengthen structures.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> </ul>	<p>could be reworked or refined.</p> <p><b>Print Making</b></p> <ul style="list-style-type: none"> <li>• Explore the technique of reduction printing.</li> <li>• Use a roller effectively when printing.</li> <li>• Use a range of printing techniques when developing ideas for printing.</li> <li>• Respond creatively to the work of famous print makers.</li> <li>• Reflect on and record the development of ideas.</li> <li>• Adapt ideas in response to feedback and describe how ideas might develop further.</li> </ul>	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of a functional product.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Develop design ideas to make their finished product aesthetically pleasing.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> </ul>
	<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development</b></p> <ul style="list-style-type: none"> <li>• Show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• Use imagination in learning.</li> <li>• Show willingness to reflect on their experiences.</li> </ul> <p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>• Show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• Show the ability to recognise and value the things we share in common across cultural, religious and socio-economic communities.</li> <li>• Show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> <li>•</li> </ul>					