

**Design and Technology**

**Art and Design**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Following EYFS curriculum - Expressive Arts and Design -Self portraits -Autumn art -Developing dance and exploring instruments	Following EYFS curriculum - Expressive Arts and Design -Firework pictures -Fairy-tale story maps/scenes -Winter pictures	Following EYFS curriculum - Expressive Arts and Design -Chinese lanterns -Spring art -Dragon dance	Following EYFS curriculum - Expressive Arts and Design -Farm animal masks -Chick observational drawing -Chick crafts -Toothbrush painting	Following EYFS curriculum - Expressive Arts and Design -Make models of emergency vehicles -Observational drawings of pets	Following EYFS curriculum - Expressive Arts and Design -Space art -Beach collage
Year 1 and Year 2 22-23	<p><b>Formal elements of art:</b> Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.</p> <p><b>Additional Black History Month Art Project: Gee's Bend Quilt –</b> This Black History Month art project was inspired by the women of <b>Gee's Bend</b>, who live in a small and remote black community in Alabama, and have created hundreds of quilt masterpieces dating back to the early twentieth century. These quilters start by painstakingly taking apart old clothes by hand so as to use the ENTIRE piece of fabric. They didn't use MOST of it to make something new, they used ALL of it. (<b>Cross curricular with Topic</b>)</p>  <p><a href="https://artprojectsforkids.org/gees-bend-quilt-collage/">https://artprojectsforkids.org/gees-bend-quilt-collage/</a></p> <p><b>Additional Black History Month Art Project: Lois Mailou Jones inspired artwork –</b> <b>Lois Mailou Jones (1905 – 1998)</b> had an impressive career, but do you know how she got started? She had been working as a textile designer and often sold her bold fabric creations to department stores. One day a decorator told her that a coloured girl wasn't capable of producing such beautiful designs. This prompted Jones to shift her artistic focus to the fine arts so she could sign her name to her work, and no one could doubt her ever again. <a href="https://artprojectsforkids.org/black-history-month-artist-lois-mailou-jones/">https://artprojectsforkids.org/black-history-month-artist-lois-mailou-jones/</a> (<b>Cross curricular with Topic</b>)</p> 	<p><b>Textiles: Puppets (4 lessons)</b> Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy-tale. Children work to develop materials to create texture for a project they develop over the five lessons. (<b>Cross curricular with English – fairy tales</b>)</p> <p><b>Additional Art and Design unit after DT- Landscapes using different media</b> Children learn about composition and work with different art skills of cutting, gluing, stapling and pinning. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.</p> <p style="text-align: center;"><b>Additional Christmas activities</b></p>	<p><b>Sculpture and collages: (5 to 6 lessons)</b> On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.</p>	<p><b>Structures: Constructing windmills (4 lessons)</b> Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p>	<p><b>Art and design skills</b> In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain</p>	<p><b>Food: Fruit and vegetables (4 lessons)</b> Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.</p> <p><b>Additional trip to the grocers on Nunhead Highstreet – previous trip</b></p>
Year 3	<p><b>Food: Eating seasonally</b> Discovering when and where fruits and vegetables are grown.</p>	<p><b>Sculpture and 3D: Abstract shape and</b></p>	<p><b>Additional DT unit after Art – digital world:</b></p>	<p><b>Painting and mixed media: Prehistoric painting 5 lessons (omit lesson 5 if</b></p>	<p><b>Drawing: Growing artists 5 lessons (omit lesson 3 if needed)</b></p>	<p><b>Structures: Constructing a castle (4 or 5 lessons)</b></p>

	<p>Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p> <p><b>Additional Black History Art Project: W. H. Johnson – William Henry Johnson</b> was born in the segregated south in 1901. He ended up studying at the National Academy of Design in New York City, working with Charles Webster Hawthorne. He later lived and worked in France, where he learned about modernism. This black history art project was created to help students see what it's like to draw in the simple folk-art style that Mr. Johnson came to embrace in his later years.</p> <p>If you have a chance to look at a few of Mr. Johnson's paintings, you will notice that they are all look very flat. All the of the trees and buildings and fences look like simple cut out shapes. This is one of the features of folk art. It isn't trying to make things look realistic, just portray them in the easy way that perhaps a child might draw them.</p> <p>Teachers might also point out that the hands of the men and the women in Mr. Johnson's paintings are consistently large in proportion to their bodies. It is thought he wanted to portray the strength that he saw in them.</p> <p><a href="https://artprojectsforkids.org/black-history-william-h-johnson/">https://artprojectsforkids.org/black-history-william-h-johnson/</a></p>  <p>(Cross curricular with Topic)</p>	<p><b>space - coming soon!</b></p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Electronic charm</b></p> <p>Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.</p> <p><b>Additional Christmas activities</b></p>	<p><b>needed</b></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> <p><b>(Cross curricular with Topic – prehistoric Britain)</b></p>	<p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> <p><b>(Cross curricular with Science – plants)</b></p>	<p>Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.</p> <p><b>(Cross curricular with Topic – Roman Castles)</b></p>	<p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll.</p>
Year 4	<p><b>Drawing: Power prints (omit lesson 1 if needed) –</b> Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p> <p><b>Additional Black History Art Project: Black History Artist: Alma Woodsey Thomas. Alma Woodsey Thomas (1891 – 1978) was an African-American artist and teacher who lived and worked in Washington, D.C., and is now recognized as a major American painter of the 20th century.</b></p> <p>Thomas is best known for her abstract paintings that she created after her retirement from a 35-year career teaching art at Washington's Shaw Junior High School. Teaching allowed her to support herself while pursuing her own painting part-time.</p> <p>Thomas's early art was realistic, though her Howard professor James V. Herring and peer Lois Mailou Jones challenged her to experiment with abstraction. When she retired from teaching and was able to concentrate on art full-time, Thomas finally developed her signature style. She debuted her abstract work in an exhibition at Howard 1966, at the age of 75.</p> <p><a href="https://artprojectsforkids.org/43076-2/">https://artprojectsforkids.org/43076-2/</a></p>	<p><b>Painting and mixed media: Light and dark</b></p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Additional DT unit after Art - Electrical systems: Torches</b></p> <p>Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p> <p><b>(Cross curricular with Science – electricity)</b></p> <p><b>Additional Christmas activities</b></p>	<p><b>Craft and design: Fabric of nature</b></p> <p>Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life. <b>(Cross curricular with Science – living things and their habitats)</b></p> <p><b>Additional Christmas activities</b></p>	<p><b>Structure: Pavilions</b></p> <p>Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</p> <p><b>Additional food technology lesson - Anglo Saxons and Vikings Topic</b></p>	<p><b>Sculpture and 3D: Mega materials (omit lesson 4) - coming soon!</b></p> <p>Learning about the work of inspirational sculptors, children create personal responses and make choices about techniques and materials such as recycled materials and clay.</p>	<p><b>Mechanical systems: Making a slingshot car</b></p> <p>Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.</p>

	 <p><b>(Cross curricular with Topic)</b></p>					
<b>Year 5</b>	<p><b>Architecture (omit lesson 1 if needed)</b> Investigating the built environment, drawing from observation and evaluating design features of buildings</p> <p><b>Additional Black History Art Project: Jacob Lawrence</b> Jacob Lawrence was a painter, storyteller, and teacher. He wanted to tell stories about the lives of African Americans. He did this by painting pictures of the people and places he saw every day. He also painted series of famous people and scenes from history. Lawrence lived in New York City for many years, but he also travelled to the country of Nigeria to learn more about its art and culture.</p>  <p><b>(Cross curricular with Topic – Migration)</b></p> <p><b>(Exhibition at Tate Modern – possible trip)</b></p>	<p><b>Drawing: I need space</b> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Additional DT unit after Art - Electrical systems: Doodlers</b> Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Food: What could be healthier?</b> Researching and modifying a traditional Bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.</p>	<p><b>Mechanical systems: Making a pop-up book</b> Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p> <p><b>(Cross curricular with Science – Forces)</b></p>
<b>Year 6</b>	<p><b>Structure: Playgrounds</b> Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in play view and get creative with their use of natural features.</p> <p><b>Additional Black History Art Project: Lubaina Himid.</b> Himid was part of the Black Arts Movement in the 1980s. This movement included different Black British artists trying to create opportunities and encourage other Black artists to show their work. Lots of Lubaina Himid's artworks are about the strength of Black people throughout history.</p> <p>This painting is called Carpet. Like most of Himid's artwork, it has a lot of bright colours. These patterns and colours look like clothes hanging in the wind or drying in the sun. They also remind us of African patterns and fabrics. The orange rectangle looks like a carpet! The artist says this painting is about how a piece of material can be a clue to things that happened before. A bit like a magic carpet!</p> <p>Himid is very interested in stories about Black women. Ankle-deep shows two Black women standing behind a black shape. The black shape covers most of the women's bodies. Almost like a sheet. There are pieces of shredded paper dropping from one of the women's hands. What do you think the story in this painting is about? Some people say these two women are</p>	<p><b>Craft and design: Photo opportunity (omit lesson 4)</b> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Additional DT unit after Art - Digital world: Navigating the world</b> Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.</p> <p><b>Additional Christmas activities</b></p>	<p><b>Drawing: Make my voice heard -</b> Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p> <p><b>Additional food technology lesson - Make a curriculum link</b></p>	<p><b>Sculpture and 3D: Making memories - coming soon!</b> Documenting their memories of their time at primary school, children select them favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p> <p><b>(Link with the year book)</b></p>	<p><b>SATS</b></p> <p><b>Textiles: Waistcoats</b> Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p> <p><b>(Cross curricular with Topic – World War II)</b></p> <p><b>SATS</b></p>

tearing up a map of the past. They want to create a new world where everything is fair. What would you change about the world? What would your new world look like?



(Exhibition at Tate Modern – possible trip)

<https://www.tate.org.uk/kids/explore/who-is/who-lubaina-himid>

(Cross curricular with Topic – Migration)