



SHERINGDALE

**Sheringdale Art and Design / Design Technology Medium Term Plan
KS1 and KS2**

Year: 1

Term: Autumn

Topic : Magnificent Me

<p>Subject – NC main objective</p>	<p><u>D.T - Make</u> <i>-Learning to use range of hand tools and equipment safely (e.g. scissors, hole punchers, rulers, tape, glue guns)</i> <i>-Learn how to cut, shape and score cardboard and other materials. Assemble, join and combine materials. Build structures, exploring how they can be made stronger, stiffer and more stable.</i> <i>NC design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p>	<p><u>Art - Drawing</u> <i>-Learning to sketch from observation with pencil</i> <i>-Experimenting with colour (pastels and chalks)</i> <i>NC to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>NC Learn 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.</i></p>
<p>topic link</p>	<p>Making a toy Suggested links: Hamleys (largest and oldest toy retailer in the world)– founded in High Holborn, London in 1760 Brighton museum https://brightonmuseums.org.uk/discover/2012/05/21/toy-timeline/</p>	<p>Self portraits, family portraits, observational sketches of classmates (in sketch books), abstract portraits in the style of Picasso. Suggested portrait Artist: Pablo Picasso Local London Artist: Nick Offer and Tai Shan Schierenberg <i>Digital Media/Computing Link Draw a portrait using 2paint to use in sketch book as project development.</i></p>

Year: 1

Term: Spring

Topic : All Aboard!

<p>Subject – NC main objective</p>	<p><u>Art - Painting and Sculpting</u> <i>-Naming the primary and secondary colours. Mixing primary colours to make secondary colours.</i> <i>-Experimenting with different brushstrokes using the same brush and other painting tools.</i> <i>-Shape and model materials for a purpose from observation and imagination.</i></p>	<p><u>D.T - Textiles</u> <i>-Manipulate fabrics in simple ways to create the desired effect. Begin to use a variety of techniques (e.g. printing onto fabric, using felt, weaving, binca).</i> <i>NC select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p>
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	<i>NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>NC Learn about the work of a range of artists, craft makers and designers</i>	
topic link	Painting water and boat scenes. Hot air balloon pastel and paint and paper collage. Suggested artist: Turner's seascapes ("Snow Storm" (1842) by Turner)	Observing and taking inspiration from the sea and water, manipulate fabric to create a blue woven or printed pattern. Suggested artist: Annie Albers (American/German weaving artist)

Year: 1
Term: Summer

Topic : Food Glorious Food

Subject – NC main objective	<u>Art - Collage</u> <i>-Use a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures)</i> <i>-Arrange materials to achieve planned effect (a complete picture or design)</i> <i>NC to use a range of materials creatively to design and make products</i>	<u>D.T - Cooking</u> <i>-Start to independently follow a recipe. Prepare ingredients using appropriate cooking utensils.</i> <i>NC explore and evaluate a range of existing products</i> <i>NC design purposeful, functional, appealing products for themselves and other users based on design criteria</i>
topic link	The Hungry Caterpillar food collage Suggested artist: Eric Carle https://eric-carle.com/	Fruit and Veg kebabs (safe cutting skills and pattern making and understanding healthy food groups) Suggested link: Research the 'Eat them to defeat them' healthy eating campaign on ITV.

Tier 1 (every lesson words)

Brush, pen, pencil, crayon, watercolour, pastel, sketch, paint, observe

colour, pattern, texture, line, shape, form, size, space

plan, design, design criteria, make, evaluate

cut, fold, rip, stick, join

Tier 2 (topic linked words)

portrait, self-portrait, Picasso, textile, fabric, card, brushstroke, layer, overlap, turner

Tier 3 (technical, low frequency words)

Autumn

Abstract
Assemble

Spring

Seascape,
Primary / Secondary colour
Weave

Summer

Collage
Nutritious

Year: 2

Term: Autumn

Topic : Fire and Ice

Subject – NC main objective	<u>D.T - Cooking</u> <i>-Measure and weigh ingredients to the nearest gram and millilitre.</i> <i>NC explore and evaluate a range of existing products</i>	<u>Art - Paint and Mosaic</u> <i>-Continue to use and apply skills learnt in a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures)</i> <i>-Select colours and materials to create effect, giving reasons for their choices. Make a simple mosaic.</i> <i>NC to use drawing and painting to develop and share their ideas</i> <i>NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>
topic link	Baking Bread (link to Fire of London topic) Research different forms of bread past and present. How has bread changes over the years and why? Conduct surveys exploring brown/white/wholemeal/crust/no crust(!) preferences. Suggested link: Jamie Oliver, Local French Deli baguettes.	Research, design and create an icy mosaic (considering colour and tonal value – blues, greys, white). Digital Media/Computing Link Children could create an icy blue picture on 2Paint software as part of design and research process. Suggested artist: Jim Anderson (Cambridgeshire based mosaic artist)

Year: 2

Term: Spring

Topic : Heroes of the World

Subject – NC main objective	<u>Art - Sculpting</u> <i>-Use papier mache, Modroc, clay or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc.</i> <i>NC to use a range of materials creatively to design and make products</i> <i>NC to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<u>D.T - Textiles and Printing</u> <i>-Continue to use and apply skills learnt in a variety of techniques (e.g. sewing, using felt squares, tie dyeing, weaving, plaiting, wax or oil resist, applique, embroidery and binca).</i> <i>NC evaluate their ideas and products against design criteria</i> <i>NC select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>
topic link	Papier mache African geometric masks. Indian Mehndi plaster of paris plastic glove hand art.	Creating an African or Indian inspired printed, patterned piece of fabric. Then using a needle and thread to learn to knot, thread and attach

	Suggested Artist/Focus: Traditional African and Indian Mehndi artists and craftsmen.	<p>decoration to fabric.</p> <p>Suggested artist: 'House of African Art' London (<i>click on 'Artist' section for a selection of artists to be influences and inspired by</i>)</p>
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Year: 2
Term: Summer

Topic : Location Location!

<p>Subject – NC main objective</p>	<p><u>Art - Sketching and Collage</u> <i>(revisiting collage skills learnt in Autumn, applying skill in a different way)</i></p> <p><i>-Use a sketchbook to gather and collect artwork.</i></p> <p><i>-Draw for a short, sustained period of time from human figure and real objects, including single and grouped objects.</i></p> <p><i>NC to use drawing to develop and share their ideas, experiences and imagination</i></p> <p><i>NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>NC Learn 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.</i></p>	<p><u>D.T - Make</u></p> <p><i>-Select and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining]. Use a range of construction materials and components including cardboard and recycled materials.</i></p> <p><i>-Measure and mark out templates for a product.</i></p> <p><i>-Assemble, join and combine materials.</i></p> <p><i>-Begin to learn about mechanisms [e.g. levers and sliders], in their products.</i></p> <p><i>NC 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</i></p> <p><i>NC apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>
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<p>topic link</p>	<p>Observational drawings of the local flowers. Sketching plants in school grounds from observation showing awareness of space and size. Local area nature study – sketching and then collaging flower pictures (local artist study)</p> <p>Suggested artist: Tracey English (flower collages) and Faith Ringgold’s story quilts.</p>	<p>Making a 3D model of an animal habitat</p> <p>Suggested artist/links:</p> <p>https://www.bbc.co.uk/blogs/thereporters/willgompertz/2010/03/shoebox_art.html (shoebox DT design examples)</p> <p>Daniel Mackie:</p> <p>Paints Animals with Their Habitats Within Them</p> <p>Tate ‘animals in art’ section:</p> <p>https://www.tate.org.uk/art/teaching-resource/animals-art</p>
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Tier 1 (every lesson words)

Pencil, sketch, colour, pattern, texture, line, shape, form, size, space, tone

observe, plan, design, research, design criteria, make, evaluate, develop, share, investigate, analyse, draw, paint, sculpt

brush, brushstroke, thick, thin, smooth, rough, soft, hard, light/dark, pale, deep

Tier 2 (topic linked words)

Bake, past/present, 2paint, collage, traditional, inspired by, local area study, 3d, template, habitat

Tier 3 (technical, low frequency words)

Autumn

prove, dough

tonal, mosaic

Spring

Geometric, mehndi, papier mache

Knot, thread, attach

Summer

Reinforce, strengthen, mechanism

Year: 3

Term: Autumn

Topic : Stones and Bones

<p>Subject – NC main objective</p>	<p><u>Art - Drawing and Sculpture</u> <i>-Use sketchbook to collect and record. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint pens. -Explore carving into clay and learn to use pinch/ slab/ coil techniques.</i></p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] NC Learn about great artists, architects and designers in history.</i></p>	<p><u>D.T - Textiles</u> <i>-Use a basic running stitch. -Develop skills in cutting and joining fabric together. Learn to applique - attaching decorations such as buttons and natural objects.</i></p> <p><i>NC 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</i></p>
<p>topic link</p>	<p>Taking inspiration from cave paintings, sketching and painting realistic individual cave paintings. Experimenting with painting on different surfaces (concrete, modrock).</p> <p><i>Digital Media/Computing Link Creating a digital stone age picture (see computing curriculum map)</i></p> <p>Suggested artist: Don Marcelino and the Magdalenian people</p>	<p>Sewing using binka – sewing initials using running stitch, attach details</p> <p>Suggested Link: Sewing history for children https://kids.britannica.com/students/article/sewing/277005#:~:text=The%20art%20of%20sewing%20is,as%20they%20still%20are%20today.</p>

Year: 3

Term: Spring

Topic : Marvellous Inventions

Subject – NC main objective	<u>Art - Printing</u> <i>-Use primary, secondary and neutral colours effectively to create warm and cool tones, depth and shadow. -Create different textures and effects with paint and brushes.</i> <i>NC Learn about great artists, architects and designers in history.</i>	<u>D.T - Cooking/Food</u> <i>-Demonstrate hygienic food preparation and storage (such as storing food effectively and learning about mould and decay) -Understand the further principles of a healthy and varied diet (vitamins and minerals in foods) Understand where food comes from (food lifecycles – seed to fruit, grain to bread) Prepare food using a range of techniques such as grating, cutting, mixing, kneading and baking.</i> <i>NC understand and apply the principles of a healthy and varied diet NC prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i>
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topic link	Study the Pop Art movement in history Research Andy Warhol. Recreate artwork in the style of Andy Warhol. Suggested artist: Andy Warhol, Roy Lichtenstein	Sandwiches ‘research design and make’ project Investigate the origins/inventor of the sandwich (in England in 1762 by John Montagu). Research the most popular sandwich fillings. Conduct market research at a local shop (visiting in small groups e.g. M&S/Tesco’s/Starbucks) with permission, making note of pricing, packaging, displays and fillings) Design your own triangular 3D sandwich packet with see – through cellophane window. Make sandwiches. Either sell sandwiches at the end of the day or taste test in class. Evaluate the sandwich designing and making process. Suggested link: Thomas Warburton (Warburtons sandwich making lesson plans online) The Great British Bake off/Paul Hollywood baking.
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Year: 3
Term: Summer

Topic : The Romans Rule

Subject – NC main objective	<u>D.T - Make</u> <i>-Use a wide range of materials and components, including card, wood and metal construction materials. - Start to measure and mark out to the nearest cm and millimetre. Cut, shape and score materials with some degree of accuracy. -Assemble, join and combine materials and components</i>	<u>Art – Mosaic</u> <i>-Use overlapping, layering, tessellation and mosaic techniques. -Collect visual information from a variety of sources, describing the visual and tactile elements.</i> <i>NC create sketch books to record their observations and use them to review and revisit ideas</i>
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	<p><i>with some degree of accuracy.</i></p> <p>NC select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately NC 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</p>	<p><i>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>NC Learn about great artists, architects and designers in history.</i></p>
topic link	<p>Design and make an onager (catapult)</p> <p>Suggested artist: Chris Gilmour cardboard sculpture artist from Stockport UK http://www.chrisgilmour.com/</p>	<p>Researching, planning and making Roman mosaics. (printing patterned mosaics onto paper using polystyrene slabs, followed by making a real mosaic using mosaic pieces)</p> <p>Research ‘the bucklesbury pavement’ - A tessellated Roman pavement mosaic discovered in Bucklersbury in 1869 which is now in the Museum of London.</p> <p>Suggested artist: Kate Watkins UK artist https://www.katewatkins.co.uk/posts/2018/2/27/polystyrene-tile-printing</p>

Tier 1 (every lesson words)

Sketchbook, sketch, observe, layering, primary, secondary, mix, tints, shades, experiment, effects, layering, brush, texture, grades, variations, tone, proportion, record, observe, review, revisit, improve, develop, evaluate, techniques, painting, materials, patterns, textures

pencil, charcoal, paint, pastels, draw, sculpt, tone, colour, shape, pattern, layer, technique, artist, architect, great artist.

Tier 2 (topic linked words)

Cave painting, mural, great artist, architect, designer, hygienic, healthy, varied diet, sweet/savoury, taste test, mosaic, onager, andy warhol

Tier 3 (technical, low frequency words)

Autumn

surface, concrete, mod-rock
binka, running stitch, applique

Spring

warm and cool tones, depth, shadow
Slice, prepare,

Summer

shaping, joining, finishing
Overlap, tessellation,

Year: 4
Term: Autumn

Topic : Buckle up! Life's a journey

<p>Subject – NC main objective</p>	<p><u>Art - Drawing and Sculpture</u> <i>-Model over a frame. -Use recycled, natural and manmade materials to create sculptures. -Experiment in a variety of malleable media such as salt dough, Modroc and clay. Decorate, coil, and produce marquettes confidently when necessarily. -Adapt work as and when necessary and explain why in sketchbooks.</i></p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] NC Learn about great artists, architects and designers in history.</i></p>	<p><u>D.T - Food</u> <i>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</i></p> <p>NC understand and apply the principles of a healthy and varied diet NC prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques NC understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p>topic link</p>	<p>Designing and making recycled material and Mod Roc Greek theatrical masks and/or clay sculptures of Greek gods and Goddesses.</p> <p>Suggested artist: Jonathan Becker https://theater-masks.com/portfolio/ and/or Famous art makers of Venice https://christinezenino.com/2013/04/03/famous-mask-makers-of-venice/</p> <p>Digital Media/Computing Link Photograph work using an ipad and use in evaluation process.</p>	<p>Modern day Greek food (MFL link) Researching and making Greek salads, olive oil dishes Suggested chef: The youngest Michelin chef in London, Asimakis Chaniotis (Greek) works at Pied a Terre (2 michelin stars) serves olive oil which he makes and packs himself. Born in Athens. What does it mean to be Michelin star? Are the small but beautiful foods worth it? Debate! Book: Little Greek Cookbook by Rena Salaman</p>

Year: 4
Term: Spring

Topic : Blue Abyss

Subject – NC main objective	<p><u>Art - Painting and collage</u></p> <p><i>-Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</i></p> <p><i>-Use varied brush techniques to create shapes, textures, patterns and lines.</i></p> <p><i>-Develop individuality and explain in more detail reasons for textures and colours used in certain areas.</i></p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>NC Learn about great artists, architects and designers in history.</i></p>	<p><u>D.T - Make</u></p> <p><i>-Use a wide range of materials and components, including card wooden and metal construction materials, textiles and mechanical components.</i></p> <p><i>-With growing independence, measure and mark out to the nearest cm and millimetre. Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components.</i></p> <p><i>-Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p> <p><i>NC investigate and analyse a range of existing products</i></p> <p><i>NC apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>
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topic link	<p>Studies of water scenes (e.g. Monet waterlilies)</p> <p>David Hockney Splash collage.</p> <p>Suggested great artists and their famous painted water scenes: Monet “waterlilies”, Claude Monet “The Houses of Parliament, Sunset” 1903, David hockney “A Bigger Splash” 1967, British artist Maggi Hambling crashing waves.</p> <p><i>https://theartyteacher.com/artists-who-are-inspired-by-water/</i></p>	<p>Making floating rafts, measuring, shaping attaching and scoring materials.</p> <p>Research things that float (link to science State of Matter) e.g. bottle cork that can be used to reinforce the raft in the water.</p> <p>Research things that are waterproof.</p> <p>Investigate how real rafts are made and have been made throughout history.</p> <p>Design and label rafts in art books.</p> <p>Make rafts.</p> <p>Test out rafts in water trays/going on a field trip (River Wandle)</p> <p>Strengthen and reinforce rafts using wooden dowling where necessary.</p> <p>Suggested London Artist: Yinka Shonibare CBE (RA) "Nelson's Ship in a Bottle" (link with Trafalgar Square fourth plinth awards competition)</p>
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Year: 4

Term: Summer

Topic : Sands of Time

Subject – NC main	<p><u>Art - Printing</u></p> <p><i>-Replicate printed patterns from observation and</i></p>	<p><u>D.T - Textiles</u></p> <p><i>Join textiles with an appropriate sewing technique, for example running stitch.</i></p>
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objective	<i>research (recorded in sketch books)</i> <i>-Use more than one colour to layer in a print. Make printing blocks (e.g. from potatoes, polystyrene or coiled string glued to a block).</i> <i>-Print onto handmade papyrus paper (brown paper bag papyrus paper see link below)</i> <i>NC create sketch books to record their observations and use them to review and revisit ideas</i> <i>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> <i>NC Learn about great artists, architects and designers in history.</i>	Refine and apply sewing techniques, joining two layers of fabric together.
topic link	Hieroglyphics printing and making paper bag papyrus paper. https://www.crayola.com/crafts/egyptian-papyrus-paper-craft/ Suggested artist: Take inspiration from Ancient Egyptian crafts.	Sewing Egyptian collars Cut out collar template Trace onto fabric Cut fabric Design applique patterns – beads, shells, pasta Add applique patterns by sewing using needle and thread. Learning to tie knots and add applique detail.

Tier 1 (every lesson words)

Sketchbook, sketch, Hb pencil, grade, gradient, pens, acrylic, charcoal, pastel, draw, paint, brush, brushstroke, line, subject, shade, thick, thin, light, dark, sculpt

Primary/secondary/complementary colours, wet, dry, record, observation, review, revisit, improve, design, techniques, materials

mixed media, blending, perspective, viewpoint, angle, composition, great artist, architect, designer

Tier 2 (topic linked words)

Recycled, natural, manmade, hieroglyphic, papyrus, replica, printing, pattern, David hockney

Tier 3 (technical, low frequency words)

Autumn

Marquette

Spring

strengthen, stiffen, reinforce

Summer

Knot, running stitch, applique,

Year: 5

Term: Autumn

Topic : Laudable London

<p>Subject – NC main objective</p>	<p>Art - Collage and Sculpting <i>-Use overlapping, layering, coiling, tessellation, mosaic and montage. Collect visual information from a variety of sources, describing the visual and tactile elements. -Develop individuality and explain in more detail reasons for textures and colours used in certain areas.</i> <i>-Adapt, extend and justify work and decisions.</i></p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas</i> <i>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> <i>NC Learn about great artists, architects and designers in history.</i></p>	<p>D.T - Cooking <i>-Read and understand food nutrition labels. Apply understanding of when where and how food is grown when planning and designing food products.</i> <i>-Use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven.</i></p> <p>NC understand and apply the principles of a healthy and varied diet NC prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques NC understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p>topic link</p>	<p>Collage and sculpt a planet or imaginary planet (science link) Suggested artist: https://www.artspace.com/magazine/art_101/book_report/ten-depictions-of-the-cosmos-by-modern-masters-55022</p>	<p>Local Food studies (visiting Tooting Market, Franco Manco taste testing and making own pizzas, Visit Southfields grocery store to buy ingredients to make a dish, Visit M&S Southfields in groups to research nutrition and product labels) Healthy Foods Market Project. Suggested London artist/chef: Jamie Oliver</p>

Year: 5

Term: Spring

Topic : Champions of Change

<p>Subject – NC main objective</p>	<p>Art - Drawing and Painting (digital media incorporated in this topic) <i>-Use sketchbooks to create a collection of observational drawings and to regularly develop and revisit ideas.</i> <i>-Develop drawing of landscapes, patterns, faces and objects, with increasing accuracy, using</i></p>	<p>D.T - Make <i>-Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components and make modifications as they go along.</i> <i>-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</i> <i>-Use a wide range of materials and components, including card, wooden and metal</i></p>
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	<p><i>sketchbooks.</i></p> <p><i>-Create a colour palette, demonstrating mixing techniques.</i></p> <p><i>-Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</i></p> <p><i>-Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.</i></p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>NC Learn about great artists, architects and designers in history.</i></p>	<p><i>construction materials, textiles and mechanical and electrical components.</i></p> <p><i>NC investigate and analyse a range of existing products</i></p> <p><i>NC evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>NC understand how key events and individuals in design and technology have helped shape the world</i></p>
topic link	<p>Lowry industrial pictures</p> <p>Suggested artist: L.S. Lowry</p>	<p>Industrial revolution – building and inventing machines with mechanical (and possibly electrical) components.</p> <p>Suggested artist: the Wright Brothers flying machines.</p>

<p>Year: 5</p> <p>Term: Summer</p>		
<p>Topic: Traders and Raiders</p>		
<p>Subject –</p> <p>NC main objective</p>	<p><u>Art - Printing</u></p> <p><i>-Design and create printing blocks/tiles. Be confident with printing onto paper and fabric.</i></p> <p><i>NC improve their mastery of art and design techniques, including drawing and painting with a range of materials</i></p>	<p><u>D.T - Textiles</u></p> <p><i>-Tape, pin, cut, shape and join fabric with precision.</i></p> <p><i>-Display awareness of the potential of the uses of material (link to science) while designing and evaluating in sketch books.</i></p> <p><i>-Join textiles with an appropriate sewing technique, for example running stitch.</i></p> <p><i>-Refine and apply sewing techniques, joining two layers of fabric together.</i></p> <p><i>NC investigate and analyse a range of existing products</i></p> <p><i>NC evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>NC understand how key events and individuals in design and technology have helped shape the world</i></p> <p><i>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</i></p>
topic link	<p>Suggested link: look at how skilled the Anglo Saxons were when carving and creating patterns in the objects they possessed. Design a pattern for a brooch</p>	<p>Weaving project.</p> <p>Keeping warm and dry – designing a blanket to keep a Viking warm and dry.</p> <p>The weaving industry in Anglo-Saxon and Viking England was huge, for it's</p>

	<p>and carve these onto polystyrene before printing their patterns.</p> <p>Look at Rosebury Academy school for inspiration:https://www.roseberryacademy.org/blog/2021-06-25-14-54-20-anglo-saxon-art</p>	<p>time. Saxon and Viking women and men were very skilled at cloth making.</p> <p>Link: https://www.youtube.com/watch?v=F_YFPTjdZN4</p>
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<p>Tier 1 (every lesson words)</p> <p>Sketchbook, sketch, Hb pencil, grade, gradient, pens, acrylic, charcoal, pastel, draw, paint, brush, brushstroke, line, shade, cut</p> <p>Still life, Traditional, Modern, Abstract, textile</p>		
<p>Tier 2 (topic linked words)</p> <p>Collage, overlapping, layering, local food, local area, local market, grocery store, nutrition, digital media, industrial revolution, Is lowry, matchstick men, carving, ingredients, functional/aesthetic</p>		
<p>Tier 3 (technical, low frequency words)</p> <p><u>Autumn</u></p> <p>Arrangement, Complimentary</p>	<p><u>Spring</u></p> <p>ivory black, vermilion, Prussian blue, yellow ochre and flake white (the only colours lowry used)</p> <p>mechanical, electrical, components</p>	<p><u>Summer</u></p> <p>Polystyrene, archaeologist, chisel, hand carver, weaving, loom</p>

Year: 6

Term: Autumn

Topic : Darwin's Delights

<p>Subject – NC main objective</p>	<p><u>Art - Collage</u> <i>-Independently use a colour palette, demonstrating mixing techniques. -Paint from observation of still life and from researched images. -Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. -Carefully research, plan and design collage work (being influenced by artists past and present). - Understand the value of adding collage to a painted or printed background.</i></p> <p><i>NC Learn about great artists, architects and designers in history.</i></p>	<p><u>D.T - Textiles</u> Tape, pin, cut, shape and join fabric with precision to make a more complex product. Show precision in techniques. Join fabric in different ways. Choose from a range of stitching techniques.</p>
<p>topic link</p>	<p>Creating Traditional Mexican painting and collaged Artworks. Study the artist Frida Kahlo select works. Suggested artist: Frida Khalo</p>	<p>Map Galapagos islands/Darwin's journey – felt and embroidery <i>Artist Link: Maurizio Anzeri (makes his portraits by sewing directly into found vintage photographs)</i></p>

Year: 6

Term: Spring

Topic : Does the heart ever stop?

<p>Subject – NC main objective</p>	<p><u>Art - Printing</u> <i>-Develop techniques in mono, block and relief printing to create images.</i></p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p><u>D.T - Cooking</u> <i>-Apply understanding of food nutrition labels in planning and preparing dishes. Demonstrate how to use a range of cooking techniques, such as chopping, mixing, weighing, baking, grilling and boiling (such as soup in a saucepan, led by an adult). -Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world.</i></p>
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		<i>NC prepare and cook a variety of dishes using a range of cooking techniques.</i>
topic link	Explore the work of Banksy kick off with the artwork on Reading prison wall and can they create a print in the style of Banksy that could be used to create wanted posters - face silhouettes (link to Holes).	<p>Make the dishes Guacamole, Quesadillas and salsa.</p> <p>Research traditional recipes for the above dishes. Make lists of ingredients for each. Complete market research online to find the cheapest place to buy ingredients. Alternatively visit a local green grocer (talk about the importance of supporting local, independent, Southfields shops) Make the three dishes and taste test. Evaluate.</p> <p>Suggested chef link: Thomasina Miers (Wahaca)</p>

Year: 6
Term: Summer

Topic : Is it ever right to fight? (WWII)

Subject – NC main objective	<p><u>D.T - Make / Sculpture</u></p> <p><i>-Independently take exact measurements and mark out, to within 1 millimetre.</i></p> <p><i>-Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components.</i></p> <p><i>NC Use a full range of materials and components confidently, independently selecting which material would be most effective (card, wood, metal, plastics, fabrics).</i></p>	<p><u>Art – Drawing and Painting</u></p> <p>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>-Develop the effect of light on objects and people from different directions, using tone.</p> <p>-Develop accuracy and expression in observational drawings, including the human figure. Use sketch books to record this work.</p> <p><i>NC create sketch books to record their observations and use them to review and revisit ideas</i></p>
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topic link	<p>Make an Anderson shelter using combined materials, corrugated card, metal (tin can) and papier mache.</p> <p>Cutting, shaping and scoring materials with precision to create a miniature Anderson shelter, large enough to fit 6 lego people inside and strong enough to hold 1kg of weight placed on top of it.</p> <p>Useful link: http://primaryhomeworkhelp.co.uk/war/shelters.htm</p>	<p>Portraiture studies, refining sketching skills</p> <p>(linking with PSED Changing me)</p> <p>Drawing and painting an end of year portrait of a classmate in the style of a famous artist, for example ‘girl with a pearl earring’, ‘The Scream’, or ‘The mona lisa’.</p> <p>Artist focus: Edward Munch (Scream), Da Vinci (Mona Lisa), Vermeer (girl with a pearl earring)</p>
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Tier 1 (every lesson words)

perspective, single focal point, horizon, composition, scale, foreground, middle ground, background, arrange, influenced by, design, design criteria, evaluate, join, mark, cut
tonal contrast, colour, lines, texture, shape, form, evaluate, tools, techniques, amendment, improvements, overprint, pencil, charcoal, observational sketch

Tier 2 (topic linked words)

Oaxaca, folk art, Frida kahlo, embroidery, felt, banksy, stencil, graffiti artist, silhouette, wahaca, guacamole, quesadilla, salsa, chop, grate, zest, grams, kilograms, Edward Munch, Da Vinci, Vermeer

Tier 3 (technical, low frequency words)

Autumn

Surrealist, surrealism

Cross stitch, running stitch, back stitch

Spring

Activism, aerosol spray, vandalism

Summer

Anderson shelter, corrugated, portraiture

*Notes on planning and books: -Plan a sequence of learning for each unit of work. -Try to record and stick in as much evidence as possible in sketchbooks (scrap book style), including research on artists, experimenting with different media and colours, scraps of fabric. -The sequence of learning should be evident when looking in sketchbooks. - Leave space in sketch books for display work to be stuck in at a later date, or stick mini photographs (to reduce printing) in sketch books with evaluations, as evidence. Photos could also be saved in the shared area art evidence folder, in a separate folder for each class. Collaborative work, including work on a larger scale, should be included when appropriate. -Try to include ICT where appropriate, possibly through cross-curricular links.

*Suggested sequence of learning: 1. Research and develop ideas: Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Older children should find out about great artists throughout history, researching their life and work, as well as how they inspired other artists. 2. Sketchbook experimenting: Stick mini photos of artists' work into sketchbooks, for children to observe and imitate next to it or focus on a particular aspect of the picture and draw a close up. Specific artists have been allocated to each year group. 3. Explore and learn skills and techniques: Experiment with chosen media, colour, materials, how to use materials effectively. 4. Master techniques and develop ideas: Apply and use technical skills to plan and then produce a final piece for display. 5. Evaluating: Evaluate own and others' work; annotating in sketchbook or making notes on post its. You could stick mini photographs of final piece in sketch books, to go with the evaluation and to support judgements.

Enrichment Map Art and D&T 2020-21

Year group	Autumn term	Spring term	Summer term
Year 1	<p align="center">Magnificent Me</p> <p>STEM day – Science, Computing, DT, Maths</p>	<p align="center">Ship Ahoy!</p> <p>STEM day – Science, Computing, DT, Maths</p>	<p align="center">Food Glorious Food!</p> <p>STEM day – Science, Computing, DT, Maths</p> <p align="center">Restaurant trip – DT (TBC)</p>
Year 2	<p align="center">Fire and Ice</p> <p>STEM day – Science, Computing, DT, Maths</p> <p>Fire of London Bakery – DT (In class 'bakery')</p>	<p align="center">Heroes of the World</p> <p>Local Artist visit (Tracey English) – Art</p> <p>STEM day – Science, Computing, DT, Maths</p> <p align="center">Visit to V&A: Asia and Africa galleries – Art, Geography, History (TBC)</p>	<p align="center">Location Location</p> <p>STEM day – Science, Computing, DT, Maths</p>
Year 3	<p align="center">Earth Rocks!</p> <p>STEM day – Science, Computing, DT, Maths</p>	<p align="center">Marvellous inventions</p> <p>STEM day – Science, Computing, DT, Maths</p> <p>Tea party – DT (In class sandwich shop)</p>	<p align="center">The Romans Rule!</p> <p>STEM day – Science, Computing, DT, Maths</p>
Year 4	<p align="center">Buckle up! Life's a Journey</p> <p>STEM day – Science, Computing, DT, Maths</p> <p>Asian Market – DT (In class Asian market)</p>	<p align="center">Blue Abyss</p> <p>Visit to the Tate – Art</p> <p>STEM day – Science, Computing, DT, Maths</p>	<p align="center">Sands of Time</p> <p>STEM day – Science, Computing, DT, Maths</p>
Year 5	<p align="center">Laudable London</p> <p>STEM day – Science, Computing, DT, Maths</p> <p>Taste testing food: Franco Manca – DT</p> <p>Visit to Southfields grocers and M&S – DT, Maths, Geography</p>	<p align="center">Champions of Change</p> <p>STEM day – Science, Computing, DT, Maths</p>	<p align="center">Extreme Survivors</p> <p>STEM day – Science, Computing, DT, Maths</p>
Year 6	<p align="center">Let's party - Hola Mexico!</p> <p>STEM day – Science, Computing, DT, Maths</p> <p>Mexican fiesta! – DT, MFL (In class Mexican fiesta)</p>	<p align="center">Darwin's Delights</p> <p>STEM day – Science, Computing, DT, Maths</p>	<p align="center">Traders and Raiders</p> <p>STEM day – Science, Computing, DT, Maths</p>