

Werneth Primary School- Art and Design and Design Technology curriculum overview- 2020-21

Year 1 Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys History within living memory.	Our Local Area Locality Map work.	Famous UK People	Contrasting UK Places		Hot and Cold Places Comparing weather/seasonal Patterns in Africa and Arctic. Including World Maps.
Art or DT Focus	<u>Linked DT Focus</u> Making toys from the past.	<u>Art focus</u> Autumn leaves.	<u>DT Focus</u> Food technology – To make a sandwich.	<u>Art focus</u> Drawing Taking a pencil for a walk (continuous line drawing).	<u>DT Focus</u> Make something with a wheel.	<u>Linked Art Focus</u> Hot and cold colours. Design and produce their own hot and cold picture.
Technique/Media	Making a toy with one moving part.	Printing Digital Media	Children to choose which ingredients they want to put into a sandwich.	Drawing	Children will design a product that has at least one wheel.	Painting/colour Digital Media
Artist		William Morris		Wassily Kandinsky		Piet Mondrian
Specific Knowledge or skills	Use own idea to design a toy and describe how it would work. Make a toy that has one moving part. Make their toy stronger if needed.	Know how to create a repeated pattern in print. To ask questions about a piece of art.	To cut food safely and use appropriate tools to do so. Design their sandwich taking account of what is available to them. Explain why they have made the choices they have. Evaluate their own and others sandwiches.	Know how to use a range of drawing media to create lines of different thickness. Know how to create repeated patterns within defined areas.	Explain to someone how they will make a product that has a wheel. They will choose appropriate resources and tools to make their product. They will explain to others how well or not so well their product has been made.	Know what we mean by a hot and cold colour. Have awareness of different colours in the environment. Know all primary colours. Know how to use basic ICT art package.
Expected activity/Resources	Children could use card or other appropriate materials as is available within the classroom. Children should be encouraged to research in the first instance.	Should experience printing natural materials such as leaves having awareness of autumn colours. May get as far as overprinting.1	Children should be given an opportunity of creating a sandwich that they enjoy. Children should evaluate another's sandwich and provide appropriate feedback.	Should be introduced to 3 specific pencils 8B, 4B and HB. Should experience working with felt pens and charcoal.2	Children should be given a fairly free choice to make a product that has a wheel. Their product could have up to four wheels if needed.	Should experience mixing powder paint in pallets using thick and thin brushes. Pupils are taught to mix paint to the school agreed system.3

Year 2 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Great Fire of London History Beyond Living Memory.	London Comparing Countries and Capital Cities of the British Isles.	Famous people (Outside UK) Focus on Explorers Christopher Columbus/Neil Armstrong.	Kenya Focus on similarities and difference in Human and Physical Geography. Non-European contrasting place.	Life for children in Victorian Britain. History Beyond Living Memory, including a local history study.	
Art or DT Focus	<u>Linked Art Focus</u> Create a piece of artwork based on Great Fire of London.	<u>Linked Art focus</u> How can London be represented in art?	<u>Linked DT Focus</u> Make a space vehicle.	<u>Linked Art Focus</u> How can you recreate Kenyan art?	<u>Linked Art Focus</u> Art beyond living memory.	<u>Linked DT Focus</u> Food Technology – Making shortbread biscuits and decorate them.
Technique/Media	3D/Collage	Printing	Children could make a rocket or a space buggy.	Painting/colour	Drawing	Measuring ingredients and mixing ingredients
Artist	Van Gogh	Christopher Wren Renzo Piano		Martin Bulinya Tilly Willis	LS Lowry	
Specific Knowledge or skills	Suggest how artists would have used colour, pattern and shape. Know how to create a piece of art through using 3D materials.	Use line printing technique to capture London's famous buildings and set them out against a London skyline. Know how to create a piece of art in response to a well-known artist.	Think of an idea and plan what to do next. Choose tools and materials and explain why they have chosen them. Measure materials to use in their model. Explain what went well with their model. Make their model stronger and more stable as needed.	Know how to mix paint and create all the secondary colours. Know how to mix paint to achieve 'brown'. Know how to achieve tints with paint by adding white. Know how to achieve tone by adding black.	Choose and use 3 different grades of pencils as appropriate. Know how to use charcoal, pencil and pastel to create art and know how to use viewfinders to focus on specific parts of an artefact before drawing. Suggest how artist have used colour, pattern and shape.	Design a biscuit that has been decorated to a Victorian theme. Weigh ingredients to use in a recipe. Describe the ingredients used when making the shortbread biscuits. Evaluate each other's biscuits and provide appropriate feedback.
Expected activity/Resources	Using wool to recreate smoke filled sky in the manner that Van Gogh used for 'starry night.' 1	Polystyrene printing using line to create images ready for printing. 2	Linked to their knowledge of Neil Armstrong children should be asked to think of a space related model either a rocket or a buggy and be asked to design and make one.	Continue to use powder paint for mixing. Explore different drawing possibilities using the work of the artists mentioned above. 3	Using Lowry's work to help children to develop their drawing skills. In some cases they will focus on a smaller part of his work to create their own. 4 Continue with the use of 8B, 4B and HB pencils. Introduce a full range of pastels and explore their technique.	Children should be given a free hand to design a biscuit using the Victorian theme. They should be helped and supported to measure and mix the ingredients. With adult supervision they will bake the biscuits.

Year 3 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age to beginning of Roman Occupation Chronology-Know how Britain changed between the Stone Age/Bronze Age/Iron Age to Roman occupation.	Volcanoes A focus on key aspects of physical geography.	Rights and responsibilities. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Ancient Greeks A study of Greek life, achievements and their influence on the Western World.		Rivers (Flooding) Identifying human/physical and topographical features of geographical regions.
Art or DT Focus	<u>Linked DT focus</u> Create a stone age dwelling.	<u>Linked DT Focus</u> Creating a working volcano model.	<u>Art focus</u> Pencil work. Close observation drawing using view finders (fruit and vegetables).	<u>Linked Art Focus</u> Creating Greek pottery. Focus on the Olympic games.	<u>DT Focus –</u> Food Technology: Cake making.	<u>Linked Art Focus Watercolour.</u> How have artists captured the majesty of our rivers?
Technique/Media	Having studied the Stone Age period, children will be asked to create a stone age dwelling by joining materials and making it sturdy.	Chn should be familiar with the use of Modroc. They should also find out which ingredients are needed to simulate a volcano erupting.	<u>Drawing</u> Expand pencil use to include 4H and 3B.	Clay. Coiled pots.	Designing the cupcake. Measuring ingredients accurately.	Introduce children to watercolours.
Artist			Giuseppe Arcimboldo	Ancient Greek artists		John Constable
Specific Knowledge or skills	Prove that a design meets some set criteria. Choose appropriate material both for suitability and its appearance. Select the most appropriate tool for a given task. Work accurately to measure, make cuts and make holes.	Follow step-by-step plan choosing the right equipment and materials. Explain how to improve a finished model. Evaluate end product and suggest different ways of working.	Know how to use different grades of pencils to show different tones and texture. Use viewfinders to focus on specific areas and create greater detail.	Know how to sculpt clay and other mouldable materials. Know how to create a coiled pot. Know how to handle and apply acrylic paint.	Design a product and make sure that it looks attractive. Follow a recipe accurately. Weigh out products accurately. Evaluate their own and other's cupcakes. Talk about which food is healthy and which food is not.	To use sketchbooks to experiment with different textures. Use photographs to help create reflections. Know how to create a background using a wash. Know how to use a range of brushes to create different effects in paint. Experiment with the styles used by other artists. Know how different artists developed their specific techniques.
Expected activity/Resources	Children should aim to carry out some research on stone age dwellings and if need be shown examples of models made by other children.	Children should aim for creating a volcano that is sturdy and will erupt by creating a channel for the liquid to sizzle.	Children should experience drawing fruit and vegetables capturing line and tone and repeated pattern. Children should start with pencil and move on to using pastels, charcoal and chalk. Children should use viewfinders to ensure they get the detail required in their final piece.	Children should be taught to join clay and allow sufficient time for clay to dry before attempting subsequent artwork. Know how to work with clay without creating unnecessary mess. Pots could be decorated taking the theme of the Olympic games using acrylic paint.2	Children will be asked to make a cupcake after being shown a range of cupcakes. They could be asked to create an Olympic theme linked to the Greeks.	Introduce children to watercolour through examples on the internet. It is important that children use watercolour paper and watercolour paints from the beginning. Ensure children are patient and allow different applications of paint to dry before adding further detail. 3

			Much work should happen in sketch books before moving towards an end point. 1			
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Year 4 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Romans Know how Britain changed between the end of the Iron Age and the Roman occupation of Britain.	Earthquakes and Tsunamis A focus on key aspects of physical geography.	Mountains A focus on key aspects of physical geography.	Ancient Ancients Study the achievements of Earliest Civilisations. Where and when the first civilisations appeared. An in depth study of Ancient Egyptians.		Local history Industry/Mills/Slavery Understand how people's lives have shaped Britain: How Britain has influenced and been influenced by the wider world.
Art or DT Focus	<u>Linked DT Focus</u> Create a Roman weapon.	<u>Linked DT Focus</u> Creating a working model of a tsunami.	<u>Art focus linked to Autumn 2</u> Japanese artists depicting tsunami.	<u>Linked DT Focus</u> Create a pyramid. How can you recreate the wonder of the pyramids?	<u>Art focus</u> Environmental art using materials collected from the immediate area.	<u>Linked Art Focus</u> Creating clay faces depicting slavery.
Technique/Media	Joining materials with at least one moving part.	Designing a coastal area within a tray.	Painting using skills already introduced through the watercolour work in year 3.	Careful measurement and careful design. Choice of material will be a key factor in success.	3D. Collection of natural resources from the environment including rocks, stones and branches. (See pictures in appendix).	3D. Sculpture.
Artist			Katsushika Hokusai		Andy Goldsworthy	Elizabeth Catlett.
Specific Knowledge or skills	Produce a plan and explain it. Use ideas from other people if needed. Communicate their idea through sketches or drawings. Know which tools to use for particular tasks. Know which materials are likely to give the best outcome. Measure accurately. Evaluate and suggest improvements to design.	Persevere and adapt their original idea if needed. Communicate ideas in a range of different ways. Know which material is likely to give them the best outcome. Explain how their original design could have been improved.	Use sketchbooks to experiment with different textures. Know how to use mark and lines to show texture in art. Know how to use line, tone, shape and colour to represent forms and movement. Look at and discuss patterns in painting. Begin to understand tonal composition.	Produce a detailed plan and explain it to others. Persevere and adapt their work if original idea does not work. Know which tools and materials to use for the task. Measure accurately. Evaluate their product giving attention to appearance. Present their product in an interesting way.	Experiment with styles used by other artists. Know how different artists develop specific techniques. Use the environment as a starting point for creating your own art. Understanding the potential qualities of construction materials as a means of problem solving. Using sketchbooks as a visual diary.	Use sketchbooks to create facial expressions. Know how to show facial expressions and body language in sketches and paintings. Looking at pictures and discuss the symbolism of picture and the impact on the viewer. Know how to work clay from a ball to include features of human faces.
Expected activity/Resources	Link to the Roman theme children should have researched the type of weapons used by the Romans and created	Children will be asked to create a shore line to include buildings and trees. They will create a tsunami effect by adding water to one side of the tray and	Having studied the tsunami during the previous half term, children will consider the work of Japanese artists to see how they have represented tsunamis.	Children will need to give careful thought to the materials they are choosing to use. They must also remember their	Children will look at the work of Andy Goldsworthy and discuss how his work is represented in art. Children will collect a range of materials from a given	Children will start by looking at a range of slavery pictures and portraits. Children will then use their sketchbooks to try and

	<p>their own using a moving part.</p>	<p>then tip up the tray accordingly.</p>	<p>They will use paint taking account of the work they have previously done on watercolour to create their own images. 1</p>	<p>measurements have to be very accurate.</p>	<p>environment to create their own sculptures. Children will take photographs of their end product before returning much of the materials collected to their original place. The end product could well be a collection of the photographs taken. Children may be better working in small groups. 2</p>	<p>capture facial expressions which depict hardship. Children will then start with a ball of clay and watch videos of professional artists working with clay. Children will then try and represent the suffering of the slaves in the faces that they create in clay.3</p>
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Year 5 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anglo Saxons and Vikings Know how Britain changed between the end of the Roman Occupation and 1066.	Europe Locate the world's countries using maps to focus on Europe, inc Russia. Environmental regions, physical and human characteristics, countries and major capital cities.	Ancient Civilisations: Islamic Civilisation. Know about the impact that the Islamic Civilisation had upon the world, including why they were considered an advanced society in relation to that period of time in Europe.	Biomes Rainforests Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and rivers.		Shakespeare A Midsummer Night's Dream.
Art or DT Focus	<u>Linked DT Focus</u> Construct Viking longboat.	<u>Linked Art Focus</u> European artists. Focus on still life.	<u>Linked Art Focus</u> Art associated with ancient Islamic Civilisations.	<u>Linked Art Focus</u> Rainforests. Large scale plant prints.	<u>DT Focus</u> Food Technology – Preparation of a salad and making a coleslaw.	<u>Linked DT Focus</u> Model of Globe Theatre (or part of it e.g. the stage).
Technique/Media	Cutting Measuring Joining	Painting.	Pattern/Repeated pattern. Drawing. Digital media.	<u>Printing</u> Press printing on a large scale.	Cutting Measuring Mixing Appearance	Product needs to include either a pulley or a gear.
Artist		Paul Cezanne	A range of ancient Islamic art work and artists.	Henri Rousseaux.		
Specific Knowledge or skills	Produce detailed step-by-step plan. Use a range of tools and equipment competently. Create a drawing and plan before making a final version. Evaluate appearance and finish against original criteria.	Experiment with shading to create mood and feeling. Experiment by using marks and lines to produce texture. How to organise line, tone, shape and colour to represent still life. Research the work of an artist and use their work to replicate a style. Create visually stimulating sketchbook pages independently. Utilise sketchbook as an effective learning log. Create accurate tonal matching in painting.	Create visually stimulating sketchbook pages independently. Utilise sketchbook as an effective learning log. Create geometric and non-geometric patterns. Create patterns that express moods. Know how to create accurate design following given criteria. Use digital package to create repetitive patterns from original design. Consider use of colour linked to main theme associated with pattern. Recognise the use of warm and cool colours within repetitive pattern.	Create visually stimulating sketchbook pages independently. Utilise sketchbook as an effective learning log. Experiment with geometric and non-geometric patterns. Know how to create an accurate print design following given criteria. Know how to add detail to original print to create greater effect.	Be both hygienic and safe when preparing food. Know how to prepare a salad by collecting the ingredients in the first place. Know which fresh foods are available according to the time of year. Evaluate the outcome by taste and appearance. Know which tools to use for different purposes.	Follow and refine original plans. Design a product that requires pulleys or gears. Use a range of tools and equipment competently. Make a prototype before making a final version. Suggest alternative plans, outlining the positive features and drawbacks. Evaluate appearance and function against original criteria. Link to scientific knowledge i.e. pulley or gears.

<p>Expected activity/Resources</p>	<p>To design and make Viking longboat with as much detail as possible taking account of the resources that are available to them.</p>	<p>Help pupils to understand more about shading to create perspective in their final piece. Set up a still life for example a plate of fruit and let children experiment by sitting in different places to capture different images. Let pupils use photographs to help them during their sketchbook phase. Sketchbooks should show how children have developed their ability to use tone and shade to improve their drawing. 1</p>	<p>Research ancient Islamic art and link to modern Islamic art. Children should talk about where they see examples of Islamic art in their lives today. Use sketchbooks to help children experiment with repetitive pattern. Consider IT packages alongside children's own creative ideas. Give time for children to talk about colour and mood. There could be a link with tessellations which may lead to looking at the work of Escher. 2</p>	<p>Start by using sketchbooks to represent different types of leaves found in the rainforest. Children could then use these leaves to create repetitive printing. Children could then look at the work of Henri Rousseaux and begin to experiment to create their own end point. A group of children could be chosen to create a 3D representation of the rainforest. 3</p>	<p>To make the coleslaw using correct and ingredients and tools. To present the salad in a way that makes in appealing giving good attention to hygiene.</p>	<p>The most important part of this design is then inclusion of something that relies on either a pulley or a gear.</p>
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Year 6 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Chronology Beyond 1066: A Child's war (Oldham at war) A local history study, including how National history is reflected in the locality. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		South America Brazil Locate the world's countries using maps to focus on South America. Environmental regions, physical and human characteristics, countries and major capital cities.	Chronology Crime and punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Mapping skills	Business Enterprise
Art or DT Focus	<u>Linked Art Focus</u> Using clay to create a montage of historic Oldham.		<u>Linked Art Focus</u> South American inspired. Using symbols of Brazil. Symbolic piece of art to depict Brazil.	<u>DT Focus</u> Food Technology (could link to Brazil Spring 1)	<u>DT Focus</u> Working 'stocks' (linked to Crime and Punishment Spring 2).	<u>Art Focus</u> Acrylic paint
Technique/ Media	Rolling clay and creating different images of historic Oldham for example mills, statues and memorials etc.		<u>Drawing</u> Symbolic art linked to Brazil where children use what they know of Brazil to create a motif or contemporary art representing the country.	Specific food related to an area or country in the world. Brazil cheese bread 'Pão de queijo'	Wooden stocks that are sturdy and stand alone. Must include a hinge.	<u>Painting</u> Starting from close observation, sketches and moving to a final piece of acrylic paint with use of spatula displayed on a stretched frame.
Artist			Banksy			Georgia O'Keefe
Specific Knowledge or skills	Know how to roll clay. Know how to join two pieces of clay. Can create sculpture using clay by joining and adding certain techniques. Keep working area clean whilst using clay. Research the work of different artists who use clay and consider how this would change their own design. Use sketchbooks to record ideas and to record stage by stage development of their end piece.		Recognise that art comes in different forms. Discuss and consider the merits of artists who do not follow conventional lines. Use sketchbooks to record different ideas and then discuss these ideas with their peers before reaching final decisions. To create a symbolic piece of art that represents a given subject.	Work within a budget to create a meal. Understand the difference between a savoury and sweet dish. Explain how food ingredients should be stored and give reasons. Evaluate the end product against the original criteria. Show that culture and society is considered in plans and design.	Follow and refine original plans. Justify their planning in a convincing way. Know which tools to use for this specific task. Know how to use tools correctly and safely. Know why a specific tool (hinge) is best for a specific action. Know how to test and evaluate the design product and evaluate product against clear set criteria. Use knowledge to improve a product by strengthening or reinforcing.	Know how to apply acrylic paint onto canvas using a spatula. Develop a piece of artwork by starting with sketches and using sketchbooks to experiment with ideas. Appreciate the work of a given artist and use some of their techniques within their own work. Take photographs and use these photographs to help develop their own designs. Aim towards a desired end point which they are exceptionally proud of.

<p>Expected activity/Resources</p>	<p>The aim is to create a class mural showing Oldham's history with all children's work being represented. The intention would be to display the final mural in a prominent place within the school for the whole of the academic year. 1</p>	<p>Children should be allowed to experiment by researching in the first place. Children should be given freedom to make choices about the most appropriate media to be used for example pencils, pastels, chalks or paint. Children should look at the work of contemporary artists such as Banksy and discuss the merits of their work. 2</p>	<p>It is suggested that the children make some cheese bread linked to a Brazilian recipe however another Brazilian dish could be substituted if it was felt necessary.</p>	<p>We would anticipate that the stocks are built to scale and that the hinged part works correctly and is sturdy.</p>	<p>The aim is for children to end their primary school with an exceptional piece of artwork which has taken time for them to develop. Children should use stretched frames and apply the acrylic paint with spatulas. 3</p>
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