



Temple Learning Academy - Art and DT Curriculum Long Term Plan (Primary)

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EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS Statutory Characteristics of Effective Learning:

The teaching and provision of 'Expressive Arts and Design' provides opportunities for the three characteristics of effective teaching and learning to be realised:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for

EYFS Statutory Early Learning Goal - Expressive Arts and Design: Creating with Materials;

Children at the expected level of development (end of year) will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used,

Make use of props and materials when role playing characters in narratives and stories.

Development Matters – Non - Statutory Curriculum Guidance;



Birth to three – babies, toddlers and young children will be learning to:

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.



Birth to three – babies, toddlers and young children will be learning to:

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.



3 and 4-year-olds will be learning to:

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.



3 and 4-year-olds will be learning to:

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Show different emotions in their drawings – happiness, sadness, fear, etc.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.



Children in reception will be learning to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Art in EYFS Provision –

Continuous provision of art is offered for child-initiated learning in GOAL (Go Off And Learn) time, areas can be enhanced with stimuli or invitations to create

- Creative area with a range of materials to draw, paint, create collages with
- Indoor easel for painting and colour mixing
- Outdoor easel for painting and colour mixing
- Outdoor chalks for drawing
- Pens, pencils, chalks, crayons etc.. available to draw/ mark make with
- Malleable area with playdough, clay for 3D modelling
- Transient Art Area for creation of art pieces using natural loose parts
- Art created with natural loose parts outside

Adult interactions to scaffold and extend, assessment and planning for enhancements is fundamental in the progression of skills.

Pupils are encouraged to discuss and take pride in their creations, creations are displayed in the art frame, shown and celebrated in class and shared with parents.

Artists to be used as stimuli for free-choice creations

Each half term there is a different artist who is introduced to the children and examples of their work are offered as inspiration and an enhancement for children engaging with art in EYFS provision

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Picasso	Andy Goldsworthy	Banksy	Michelle Reader	Vincent Van Gogh	Etel Adnan
Portraits	Nature	Heroes	Natural Landscape	Sunflowers	Landscape

Sketchbooks

Sketchbooks will be used to record a Baseline and End of Year Self Portrait as a non-negotiable to record progression.

‘Wow’ moments and development of skills will be added to Sketchbooks as and when appropriate for each child to demonstrate new learning or the development of an art skill. Children’s commentary, opinions and discussions regarding the process and ‘creation’ will be annotated as much as possible providing the pupil voice behind the artwork.

Primary Art and DT Overview

In **Art** learning, each year group has a **focus artist** that links to the theme of learning each term. Children should be exposed to the life of the focus artist and begin to explore and understand their style of art, developing their art history knowledge to make links to art in the wider world.

Each year group has key **vocabulary** linked to formal elements of art: **colour, pattern, texture, line, shape, form and space.**

Art Vocabulary

DT Vocabulary

This vocabulary must be taught within the year group but reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills.

Children should use art vocabulary and make links to focus artists when they are talking about artwork as well as when they are annotating work in their sketchbooks.

Art learning will be supported by Access Art.

In **DT** learning, each year group will focus on developing skills needed to access Design Technology learning. They will follow the Design Technology process and become familiar with the model of creating.

Children should use DT vocabulary and become more confident when reflecting on the process of creating/producing. DT learning should be stored in floor books for KS1 and DT folders for KS2.

DT learning will be supported by Kapow.

Experiences:

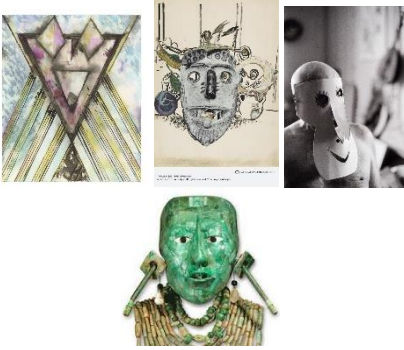
- All year groups have access to our borrowed piece of Art from Leeds Art Gallery (Leeds Picture Lending service) – This is changed three times throughout the year and can be used as a stand-alone Art lesson experience in classes
- All year groups are exposed to at least one art competition each academic year where they are invited to submit their pieces of art
- Our through Arts Council will work together to develop how “The Arts” are explored in our school (10 Primary members/10 Secondary members)
- Primary are able to make links to Secondary and book out the DT rooms when required.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R e c	<u>Class Topic:</u> <u>Marvellous Me</u>  <u>Art – Drawing</u> <u>Theme:</u> Identity, Emotions, Shape <u>Outcome:</u> Create a self-portrait using the development and understanding of line -Reflect on different emotions and how these can be represented in art <u>Focus Artist:</u> <u>Picasso</u> <u>Focus Skill/s:</u> <u>Drawing to represent</u> <u>Sketching</u> <u>Line development</u> <u>Shape</u> <u>I can statements:</u> I can draw a self-portrait. I can create closed shapes with continuous lines and begin to use these shapes to represent objects. I can represent a face with a circle and including details. I can show different emotions in my drawing such as happiness, sadness, fear <u>Vocabulary:</u> Lines, shapes (circle, square etc) draw, copy, mark, portrait Cut, stick, press	<u>Class Topic:</u> <u>Marvellous Me</u>  <u>Art - Experimentation</u> <u>Theme:</u> Nature, Experimentation, Identity <u>Outcome:</u> Create a nature inspired piece of art <u>Focus Artist:</u> <u>Andy Goldsworthy</u> <u>Focus Skill/s:</u> <u>Texture</u> <u>Colour</u> <u>Shape</u> <u>I can statements:</u> I can create a piece of nature inspired art. I can explore different materials freely to develop my own ideas about how to use them and what to make. Explore, use and refine a variety of artistic effects. <u>DT– Sculpture</u> <u>Theme:</u> Diwali, Culture, Faith <u>Outcome:</u> Make divas using salt dough and then decorating <u>Vocabulary:</u> Rough, smooth, texture, pattern Arrange, press, dab, mould	<u>Class Topic:</u> <u>Helpful Heroes!</u>  <u>Art- Shape</u> <u>Theme:</u> Communication, Messages, Heroes <u>Outcome:</u> Experiment with shape in art to create a closed and continuous line drawing <u>Focus Artist:</u> <u>Banksy</u> <u>Focus Skill/s:</u> <u>Line</u> <u>Shape</u> <u>Sketching</u> <u>I can statements:</u> I can create closed shapes with continuous lines and begin to use these shapes to represent objects. I can draw with increasing complexity and detail. I can talk about my drawings. <u>Vocabulary:</u> Lines, detail Plan, sort, build	<u>Class Topic:</u> <u>Amazing Animals in our Wonderful World!</u>  <u>D.T - Sculpture</u> <u>Theme:</u> Animals, Nature, World, Recycle <u>Outcome:</u> Create a sculpture using recycled materials <u>Focus Artist:</u> <u>Michelle Reader</u> <u>Focus Skill/s:</u> <u>Shape</u> <u>Design</u> <u>Model</u> <u>Construct</u> <u>I can statements:</u> I can create a sculpture using recycled materials. I can join different materials and explore different textures. I can create collaboratively, sharing ideas, resources and skills. <u>Vocabulary:</u> Glue, tape, cut, stick. Sculpture, join, design	<u>Class Topic:</u> <u>Amazing Animals in our Wonderful World!</u>  <u>Art - Painting</u> <u>Theme:</u> Nature, World, Flowers <u>Outcome:</u> Create a representation of a sunflower inspired by Van Gogh <u>Focus Artist:</u> <u>Vincent Van Gogh</u> <u>Focus Skill/s:</u> <u>Colour</u> <u>Shape</u> <u>Texture</u> <u>Paint</u> <u>I can statements:</u> I can use different media and materials to create a desired effect (sunflower representations). I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. <u>Vocabulary:</u> Paint, bright colours, texture Tools, press	<u>Class Topic:</u> <u>Transport and Travel!</u>  <u>Art – Colour, Experimentation</u> <u>Theme:</u> World, Landscape, Observations <u>Outcome:</u> Create a landscape picture based on an observation <u>Focus Artist:</u> <u>Etel Adnan - Landscape</u> <u>Focus Skill/s:</u> <u>Line</u> <u>Colour</u> <u>Shape</u> <u>Sketching</u> <u>I can statements:</u> I can create a landscape based on observation. I can notice what features the artist has used (detail, colour, movement, line) <u>Vocabulary:</u> Bold colours, shapes, lines measure, cut, scissors, stick

Year 1	<u>Class Topic:</u> <u>Amazing Me</u>  <u>ART- Drawing</u> <u>Theme:</u> Identity, Heritage, Culture, Experimentation <u>Outcome:</u> Create a self-portrait inspired by Pablo Picasso Create a salt dough sculpture of ourselves <u>Focus Artists:</u> Pablo Picasso <u>Focus Skill/s:</u> Drawing Sketching Shape Fine Motor Skills (Cutting) <u>I can statements:</u> I can draw a self-portrait using a single pencil <u>(Initial Mark Making)</u> I can develop a range of tone using a pencil and use a variety of drawing techniques. <u>(Initial Mark Making)</u> I can produce lines of different thickness and tone. <u>(Initial Mark Making)</u> I can begin to cut shapes using scissors. I enjoy working with malleable media. I can manipulate salt dough through rolling kneading and pinching etc and decorate as appropriate using modelling tools. <u>Vocabulary:</u> Lines, shapes, mark making, draw, portrait Cut, scissors	<u>Class Topic:</u> <u>Great Fire of London</u>  <u>DT – Sculpture</u> <u>Theme:</u> History, Fire, Building <u>Outcome:</u> Create a house inspired by The Great Fire of London <u>Focus Artists:</u> Christopher Wren <u>Focus Skill/s:</u> Design Construction Shape Fine Motor Skills (Cutting) <u>I can statements:</u> I can use techniques such as rolling, cutting, sticking and joining. I can produce sculpture from everyday objects and experiment with tape and glue joining. I can design a sculpture and choose appropriate materials. I can begin to cut shapes using scissors. <u>Vocabulary:</u> Design, construct, materials, join, stick, build <u>DT – Cooking and Nutrition</u>  <u>Theme:</u> History, Fire, Building <u>Outcome:</u> Bake bread inspired by The Great Fire of London	<u>Class Topic:</u> <u>Paddington In Peru (1/2)</u>    <u>ART- Painting</u> <u>Theme:</u> Colour, Geography, Nature, Religion <u>Outcome:</u> Create an experiment page linked to colour theory Create a nature inspired painting <u>Focus Artists:</u> Pablo Armaringo <u>Focus Skill/s:</u> Painting Colour mixing Design <u>I can statements:</u> I can recognise the primary colours I can mix colours together to make secondary and tertiary colours I can use a range of techniques to paint (brushes, sponges, fingers) I can create artwork in the style of a well known artist <u>Vocabulary:</u> Primary colours, paint, brush, sponge, finger-paint, texture, effect	<u>Class Topic:</u> <u>Paddington In Peru (2/2)</u>   <u>DT -Weaving</u> <u>Theme:</u> Tapestry, Storytelling, Culture <u>Outcome:</u> Create a tapestry using weaving Design a Peruvian rug <u>Focus Artists:</u> Maximo Laura <u>Focus Skill/s:</u> Weaving Design Colour <u>I can statements:</u> I can weave on a cardboard loom using different coloured wools and threads. I can experiment using different materials to weave I can design my own Peruvian rug <u>Vocabulary:</u> Design, wool, thread, weave, loom, materials	<u>Class Topic:</u> <u>The Victorians (1/2)</u>   <u>ART- Drawing</u> <u>Theme:</u> History, Victorians, Identity, Environment, Buildings, Rich, Poor <u>Outcome:</u> Create a self-portrait inspired by L.S Lowry Reflect on progression in drawing skills since A1 <u>Focus Artists:</u> L.S Lowry <u>Focus Skill/s:</u> Drawing Sketching Shading Tone Shape <u>I can statements:</u> I can draw a self-portrait using a single pencil <u>(Skills revisit – A1)</u> I can develop a range of tone using a pencil and use a variety of drawing techniques. <u>(Skills revisit – A1)</u> I can produce lines of different thickness and tone. <u>(Skills revisit – A1)</u> I can choose appropriate colours for my drawings. <u>Vocabulary:</u> Lines, shapes, mark making, draw, portrait, colours	<u>Class Topic:</u> <u>The Victorians (2/2)</u>    <u>DT -Printing</u> <u>Theme:</u> History, Victorians, Printing <u>Outcome:</u> Design a pattern for a Victorian tile Create a Victorian tile using printing technique <u>Focus Artists:</u> William De Morgan <u>Focus Skill/s:</u> Shape Line Printing Design <u>I can statements:</u> I can design a pattern for a tile in a Victorian style I can create a stencil using a polystyrene tile I can experiment with printing using different materials <u>Vocabulary:</u> Stencil, tile, pattern, print
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		Focus Skill/s: Cooking Design I can statements: I can follow a recipe accurately to add ingredients I can design my own bread using a chosen ingredient Vocabulary: Design, bake, mix, weigh, measure				
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<u>Class Topic:</u> <u>To Infinity and Beyond</u>  <u>DT - Structures</u> <u>Theme:</u> Space, rockets, Moon buggy, Transport <u>Outcome:</u> Create a rocket structure following a plan and design <u>Focus Artist:</u> <u>Focus Skill/s:</u> Structures Researching Designing Making Evaluation <u>I can statements:</u> I can research existing products [real and model moon buggy]. and discuss how this knowledge has influenced my design plans. I can generate ideas and plan what to do [participate in class discussion]. I can draw and label a simple design. I can choose components or materials because of their characteristics [e.g. card because it's strong]. I can assemble, join and combine materials and components. <u>Vocabulary:</u> Mechanism Wheel Axel Rotate	<u>Class Topic:</u> <u>Captivating Castles</u>  <u>DT – Textiles (Embroidery)</u> <u>Theme:</u> Identity, History, Pattern, Storytelling <u>Outcome:</u> Create an embroidered hand puppet inspired by a historical period <u>Focus Artist:</u> Carolann J Allan <u>Focus Skill/s:</u> Shape Texture Sewing Design Make Evaluate <u>I can statements:</u> I can thread a needle. I can join 2 or more materials using glue and/or a stitch (including running stitch). I can plan a design using techniques taught. <u>Vocabulary:</u> Thread Needle Sew Stitch Felt	<u>Class Topic:</u> <u>Around the World in 80 Days (Antarctica focus)</u>  <u>ART – Drawing (Pastel)</u> <u>Theme:</u> World, Landscapes, Antarctica, Weather <u>Outcome:</u> Create a pastel drawing of an iceberg <u>Focus Artist:</u> Zaria Forman <u>Focus Skill/s:</u> Line Shape Texture Colour <u>I can statements:</u> I can hold oil pastels with appropriate grip and control. I can blend oil pastels using my fingers and a range of tools (paper, cloths, etc.) I can use white to create tints and black to create shades. I can use the sgraffito technique to add detail to my work. <u>Vocabulary:</u> Blend Grip Control Detail Tint	<u>Class Topic:</u> <u>Yay for Yorkshire</u>  <u>DT – Sculpture (Papier Mache)</u> <u>Theme:</u> Identity, Carnival, Culture, Representation <u>Outcome:</u> Create a paper Mache carnival mask <u>Focus Artist:</u> Rhian Kempadoo-Millar <u>Focus Skill/s:</u> Colour Shape Pattern Design Model <u>I can statements:</u> I can research existing products [carnival masks] and use them to inform my design. I can use simple papier mache techniques. I can use papier mache to create a carnival mask. <u>Vocabulary:</u> Cut Mould Mix Primary Secondary	<u>Class Topic:</u> <u>Trouble on the Titanic</u>  <u>ART - Collage</u> <u>Theme:</u> Nature, Titanic, Landscape, Emotions <u>Outcome:</u> Create a collage of the Titanic scene <u>Focus Artist:</u> Jeannie Baker <u>Focus Skill/s:</u> Shape Collage Colour Composition <u>I can statements:</u> I can use a range of shapes. I can use a combination of materials that are cut, torn and glued. I can sort and arrange materials. I can mix materials to create texture. <u>Vocabulary:</u> Cut Tear Adhesive Natural	<u>Class Topic</u> <u>Powerful Voices</u>  <u>ART- Expressive Painting</u> <u>Theme:</u> Identity, culture, individuals, power <u>Outcome:</u> Create an abstract painting to reflect interpretations of power. <u>Focus Artist:</u> Marela Zacarias/Charlie French <u>Focus Skill/s</u> Colour Composition Line <u>I can statements:</u> I can start to share my response to the work of other artists. I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. I can use various home made tools to apply paint in abstract patterns. I can be inventive. I can make a loose drawing from a still life. I can see colours and shapes in the still life and create an expressive painting. <u>Vocabulary:</u> Primary colours, Secondary colours, Expressive, Abstract, Representational
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<u>Class Topic:</u> <u>China</u> <u>Art- Painting</u> <u>Theme:</u> Identifying culture/ Identity/ Modern meets tradition/Nature meets nurture  <u>Outcome:</u> Recreating colour splash in a willow pattern <u>Focus Artists:</u> Zhang Daqian <u>Focus skills</u> Shade, Tone, Wash, Blending, Brush techniques, pouring <u>I can statements:</u> I can develop my painting skills through increased control, & precision when painting detail, lines and edges of shapes. I can use different types of paint and painting surfaces. I can use a number of brush techniques (thick and thin) to produce shapes, textures, and lines. I can study how other artists’ paint, applying elements of this to my work. I can use a variety of materials to add definition and emphasis, such felt pen, biro. <u>Vocabulary:</u> Lines, ink wash, dilute, colour splash experiment, merge, blend, define, shade, tone, light, dark, expression	<u>Class Topic:</u> <u>Mountains</u> <u>Art- DT - Sculpture, Pattern</u> <u>Theme:</u> Culture/Religion/Identity  <u>Outcome:</u> Creating a Rangoli using coloured rice. Creating a mountain sculpture using clay. <u>Focus Artists:</u> Ranbir Kaur Rangoli Art <u>Focus skills</u> Tone Line drawing Pattern creating Shape Palette/Colour <u>I can statements:</u> I can create contrasting tones through colour, lines, patterns and shape. I can analyse shape, pattern and symmetry in sculpture and painting I can study significant works of art, craft, design or architecture and give my personal opinions about it. I can apply symmetry and shapes in my drawing, creating repeating patterns. I can identify the differences and similarities between different materials and select which one is most suitable for a given task. <u>Vocabulary:</u> Tone, contrast, line, light, dark, reflect, repeat, symmetry, geometric, expression	<u>Class Topic:</u> <u>Stone Age to the Iron Age</u> <u>Art- Drawing</u> <u>Theme:</u> Adaptation and change/ Representation of the self, Community and World  <u>Outcome:</u> Creating a cave painting <u>Focus Artists:</u> (Cave painting at Cueva de las Monos (Argentina) and Lascaux (France)) <u>Focus skills</u> Tone, Line drawing, Shape, Limited palette <u>I can statements:</u> I can study significant works of art, craft, design or architecture and give my personal opinions about it. I can develop my sketching skills through increased control & precision when using a range of media to create lines, details and end edges of shape I can use a range of sketching techniques to produce texture, shape and line. I can use different grades of pencil and other implements, such as charcoal and oil pastel, to draw different forms and shapes. I can add white and black, and a limited palette, to alter tints and shades. I can study significant works of art, craft, design or architecture and give my personal opinions about it. <u>Vocabulary:</u> Tone, contrast, line, light, dark, naivety, emulate, represent	<u>Class Topic:</u> <u>Stone Age to the Iron Age</u> <u>DT - Structure</u> <u>Theme:</u> Adaptation and change/ Representation of the self, Community and World  <u>Outcome:</u> Creating a stone age dwelling using recycled materials <u>Focus Artists:</u> -Henry Moore <u>Focus skills</u> Structure building, Limited palette, hinge/joint making, Line, Shape, Squeeze, Press, Smooth, Flatten, Mould, cut, Knead <u>I can statements:</u> I can create a wide and flat structure to ensure stability. I can create joints and hinges to join or hold to pieces of material together. I can evaluate my structure against the design framework. I can study significant works of art, craft, design or architecture and give my personal opinions about it. I can design and make forms in 3 dimensions using wire I can apply precise and detailed design using appropriate tools. <u>Vocabulary:</u> Structure, material, base, emulate, represent, 2-D, 3-D, construct, sculpture, tools, flatten, turn	<u>Class Topic:</u> <u>Mayans</u> <u>Art- 2D/3D, Collage, Sculpture</u> <u>Theme:</u> Magical realism/ Cause and effect  <u>Outcome:</u> Mask-making: Making a Mayan mask <u>Focus Artists:</u> Caroline Achaintre Eileen Agar Picasso <u>Focus skills</u> Line, natural shape, mould, palette, colour <u>I can statements:</u> I can study significant works of art, craft, design or architecture and give my personal opinions about it. I can study how other artists’ techniques and work and apply elements of this to my work. I can use paper cutting and papier mache techniques to create a mask I can create contrasting tones using a range of paper colours. <u>Vocabulary:</u> Papier Mache, mould, light, dark, modelling, forms, dimensions	<u>Class Topic:</u> <u>Rainforest</u> <u>DT - Structure</u> <u>Theme:</u> Nature and natural forms/ Environment and climate change  <u>Outcome:</u> Creating a lino print on fabric <u>Focus Artists:</u> Georges Seurat - Technique Piet Mondrian – Treatment of subject (trees) and palette Henri Rousseau – subject <u>Focus skills</u> Natural shape, template, palette, colour, printing <u>I can statements:</u> I can explore fabric printing and give my personal opinions about it. I can study how other artists’ paint and apply elements of this to my work. I can Identify and draw the geometric shapes in nature and the world around me. I can use appropriate printing techniques to have an intended effect on fabric. I can create my own template for printing. <u>Vocabulary:</u> Cloth, fabric, dot, dashes, nature, geometric, detail, print, ink, template, block, pattern, repeat
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Class Topic:
Italy

Art- Drawing
Theme:

Religion/Imagination



Outcome: Recreate Michelangelo's 'The creation of Adam' using charcoal.

Focus Artists:
Michelangelo

Focus skills:
Sketching
Shading
Hatching
Blending

I can statements:

I can experiment with showing line, tone and texture

I can use shading to show light and shadow effects

I can use a variety of shading techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.

I can use different materials to draw, e.g charcoal

Vocabulary:

line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light

Class Topic:
Romans

Art- Printing
Theme:

Storytelling/Roman Life



Outcome: Create patterns using foil printing.

Focus Artists:
Paul Carney

Focus skills
Printing
Pattern making
Evaluating

I can statements:

I can replicate detailed patterns from examples of Roman coins

I can design and make my own tin foil print

I can refine my printing techniques by making carefully controlled marks using my print

I can share my work with my classmates and talk about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.

Vocabulary

Foil printing, pattern, repeat, lines, outline, paint, evaluate

Class Topic:
Volcanos

Art-Painting
Theme:

Elements/Emotions



Outcome: Create an abstract volcano painting inspired by Frank Bowling.

Focus Artists:
Frank Bowling

Focus skills
Creating/ altering the mood
Texture choice
Colour choice

I can statements:

I can use different types of paint and painting surfaces.

I can identify different paintbrushes and painting equipment, understanding the various purposes they have.

I can use a number of brush techniques (thick and thin) to produce shapes, textures, patterns and lines.

I can use hot and cold colours to impact the mood of my painting.

Vocabulary:

Hot, cold, mood, texture, volcanic painting, abstract, symbolism, figurative, blending, vibrant, soft, layers

Class Topic:
Recycling

DT

Theme:

Nature/Feminism/Culture exploration



Outcome: Create a sculpture made of recyclable materials such as plastic bottles and bags.

Focus Artists:
Tan Zi Xi

Focus skills
Critical thinking/responding to themes
Colour choice
Evaluating
Sculpture
Using different materials

I can statements:

I can use a variety of sustainable and eco-friendly materials.

I can plan and design a sustainable sculpture from recyclable materials.

I can assemble, join and combine materials and components.

I can create a structurally sound sculpture.

I can evaluate my sculpture.

Vocabulary

Sustainability, recycling, Construct, experiment, composition, Tools, Construct, Structure, Balance

Class Topic:
Africa

DT

Theme:

Cooking and Nutrition



Outcome: Develop a recipe for flatbreads. Bake Flatbreads.

Focus skills

Following a baking recipe.
Understanding safety and hygiene rules.
Identifying a target audience.
Adapting a recipe.
Conducting market research.
Evaluating an adapted recipe.

I can statements:

I know that the amount of an ingredient in a recipe is known as the 'quantity'.

I know that safety and hygiene are important when cooking.

I know the following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping.

I know the importance of budgeting while planning ingredients for a recipe.

I know that products often have a target audience.

Vocabulary

Appearance, combine, compare, construct, cut, design, evaluate, fold, hygiene, ingredients, modify, sieve, sift, taste, texture

Class Topic:
Ancient Egypt

DT

Theme:

Electricity



Outcome: Create and design a torch with a working electrical circuit and switch.

Focus skills
Designing
Assembling
Evaluating
Testing

I can statements:

I can identify electrical products and explain why they are useful.

I can help to make a working switch.

I can identify the features of a torch and how it works.

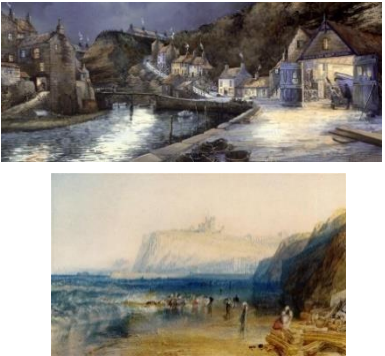
I can describe what makes a torch successful.

I can create suitable designs that fit the success criteria and their own design criteria.

I can create a functioning torch with a switch according to their design criteria.

Vocabulary:

Design, design criteria, diagram, evaluation, LED, model, shape, input, assemble, equipment

<u>Class Topic:</u> Anglo-Saxons and Vikings <u>DT – Mechanical Systems</u> <u>Theme:</u> Imagination/Storytelling  <u>Outcome:</u> Pop up book Options: Viking Pop-up Book Traditional Tale Students will learn how to use simple 3D and moving structures. They will create and design pop-up books, with a target audience of KS1 children. Once complete, they will present them to the younger children. Students need to consider where to include pop-up elements for the greatest impact. <u>Focus Skill/s:</u> product design, mechanism, structure, movement <u>I can statements:</u> I can design a pop-up book (target audience: KS1 children) which uses a mixture of structures and mechanisms. I can follow my design brief to make my pop-up book, using sliders, pivots and folds to produce movement. I can use layers and spacers to cover the working of mechanisms, understanding that this makes a product more aesthetically pleasing. (v fold) I can create a high-quality product suitable for a target user (KS1 children). I can evaluate the work of others and receive feedback on my own work. <u>Vocabulary:</u> Design, input, motion, mechanism, criteria, research, reinforce, model, v-fold	<u>Class Topic:</u> Ancient Greece <u>Art- Drawing</u> <u>DT- Textiles</u> <u>Theme:</u> Identity and Culture  <u>Outcome:</u> Artist sketchbook page, 2D, 3D outfit design <u>Focus Artists:</u> Alice Fox Rahul Mishra Pyer Moss Tatyana Antoun <u>Focus Skill/s:</u> Fashion design, Drawing, Painting, Collage <u>I can statements:</u> I have explored the work of contemporary fashion designers, and I can see how their interests and experiences feed into their work. I can share my own response to their work, articulating what I like or don't like about their work. I can use my sketchbook to make visual notes to capture key ideas about how the designer's work. I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. I can create an artist page focusing on my selected artist I can understand how 2d shapes can become 3d form and the relationship they have to our bodies.	<u>Class Topic:</u> American Geography <u>ART- Abstract Expressionism</u> <u>Theme:</u> Journeys  <u>Outcome:</u> Pop Art US state map Students will develop a knowledge of contrasting colours. This may be shown through representations such as colour wheels or grids. Students will learn how to use oil pastels to create their map of America with states in different block colours (Andy Warhol inspired). Route 66 will be highlighted on this map. <u>Focus Artists:</u> Andy Warhol, Jasper Johns <u>Focus Skill/s:</u> manipulation of colour, blending, contrast, complement <u>I can statements:</u> I can identify complementary and contrasting colours. I can create colour wheels to demonstrate my knowledge and experiment with colour combinations. I can use colour, size and proportion creatively. I can make judicious choices about block colour and blending to good effect. <u>Vocabulary:</u> Colour, temperature, contrast, complement, shape, block, blur, shade, tone	<u>Class Topic:</u> Civil Rights movement <u>ART – Clay Sculpture</u> <u>Theme:</u> Identity  <u>Outcome:</u> Martin Luther King Jr sculpture Students will discuss the historical significance of the bust: first image of an African American displayed at the Whitehouse (in 1990). They will then build up their art skills to eventually create their own bust of Martin Luther King. <u>Focus Artists:</u> Charles Henry Alston <u>Focus Skill/s:</u> shaping, smoothing, curving, moulding, using tools to add detail <u>I can statements:</u> I can explore themes of identity, resistance and historical significance through the Alston bust. I can use drawing to appreciate the form in the round. I can refer to anatomical drawings or to a model of a skull to develop the shape of the cranium and forehead I can sculpt features, finishing and embellishing details such as hair. <u>Vocabulary:</u> Sculpt, smooth, curve, texture, seascape, minimal, line, shape, tone, form, sculpture, armature dimensions, shape, model	<u>Class Topic:</u> Whitby Geography <u>ART- Landscape painting</u> <u>Theme:</u> Natural World  <u>Outcome:</u> Watercolour Whitby coastline Students will build up water colour skills to create a final painting of the Whitby Fossil coast. Students will look at complementary colours. How to make paintings look realistic (eg. Ripples in water, cracks in rocks). Students will learn about layering the water colours to add dimension to their piece and different shades. <u>Focus Artists:</u> J.M.W Turner, John Freeman <u>Focus Skill/s:</u> using tonal variety, shape, realism <u>I can statements:</u> I can study how other artists' paint, applying elements of this to my work. I can make thumbnail sketches to help me decide on a view. I can wipe, bleed, flick and splash watercolour to create my desired effect. I can use tonal variety within my work, particularly in my depictions of the sky. I can use form and shape seen in the landscape to influence composition. <u>Vocabulary:</u> Realism, complement, detail, layering, dimension, shade	<u>Class Topic:</u> Whitby History <u>DT- Mechanisms</u> <u>Theme:</u> Journeys  <u>Outcome:</u> Moving train model Possible work in KS3 workshop. Students will build the train using wood glue. Focus this term would be on creating a wheel mechanism for their wooden train. The train should be able to move smoothly along a surface with wheels that move. <u>Focus Skill/s:</u> design, troubleshooting and problem-solving, creating moving components <u>I can statements:</u> I can design my product to be historically accurate and aesthetically pleasing for a target audience (historians/rail enthusiasts). I can understand how wheels move when they are attached to an axle. I can explore everyday uses of wheels and axles (including those other than cars). I can identify and explain vehicle design flaws with appropriate terminology. I can design a vehicle that moves and includes functioning wheels, axles and axle holders. I can explain what must be changed if there are any operational issues. <u>Vocabulary:</u> Axle, wheel, movement, mechanism, adhesive, joint, smooth, components
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		I can share my designs and outcomes with my classmates and articulate my journey. I can appreciate the work of my classmates and reflect upon similarities and differences. <u>Vocabulary:</u> Expression, drawing, line, Fashion, Painting, Collage, Sketchbooks				
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Class Topic: Leeds – Then and Now ART - 2D Drawing to 3D Making Theme: Imagination, Storytelling  Outcome: Animal Sculpture, Artist Sketchbook page Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome – Links to Paula Rego/Imagination Focus Artists: Paula Rego Lubaina Himid Claire Harrup (Access Art Elements) Focus Skill/s: Formal Elements Drawing Sculpture Collage Graphic Design I can statements: -I can recall and talk about the formal elements of art - I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. -I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. -I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. -I can use negative space and the grid method to help me see and draw.	Class Topic: Leeds – Then and Now DT - Textiles – (Waistcoats) Theme: History/Pattern  Outcome: Waistcoat, Artist Sketchbook page Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose – Links to Tudor Period/Fashion Focus Skill/s: Textile Development Printing Drawing (KAPOW SUPPORT) Focus Artists: William Morris (Linked to Waistcoat creative design) I can statements: -I can consider a range of factors in my design criteria and use this to create a waistcoat design. -I can use a template to mark and cut out a design. -I can use a running stitch to join fabric to make a functional waistcoat. -I can attach a secure fastening, as well as decorative objects. -I can evaluate my final product -I can record and reflect, collecting the ideas and approaches I like which I see other artists use. -I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. Vocabulary: annotate	Class Topic: WW1/2 ART - Printing Theme: Activism/War/Messages  Outcome: Message Board, Artist Sketchbook page Explore how artists use their skills to speak on behalf of communities. Make art about things you care about – Links to WW2 propaganda/Religion Focus Artists: Luba Lukova Faith Ringgold Kate DeCiccio (Access Art Elements) Focus Skill/s: Print Collage Line Shape Colour I can statements: - I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. -I have explored how I can find out what I care about, and find ways I might share my ideas with us. -I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. -I can create visuals and text which communicate my message. -I can use line, shape and colour to make my artwork. -I can use typography to make my messages stand out. -I can combine different techniques such as print, collage and drawing.	Class Topic: WW1/2 DT -Cooking and Nutrition Theme: World Foods/Farm to Fork  Outcome: Three-Course meal, Menu Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient’s farm to fork process. Focus Skill/s: Cooking and nutrition: Come Dine with Me Drawing Colour (KAPOW SUPPORT) Focus Artists: (Still life – Drawing food) Ethel Sands Vanessa Bell Paul Cézanne I can statements: -I can find a suitable recipe for my course. -I can record the relevant ingredients and equipment needed. -I Can follow a recipe, including using the correct quantities of each ingredient. -I can write a recipe, explaining the process taken. -I can explain where certain key foods come from before they appear on the supermarket shelf. Vocabulary: flavours ingredients method research	Class Topic: All Aboard! (Evolution/Windrush/Titanic) ART - Drawing, Painting Theme: Exploring Identity  Outcome: Portrait, Artist Sketchbook page Children will explore how artists embrace aspects of their experience of life – using their background, culture, race, gender, and interests to inform and shape their artwork. Focus Artists: Yinka Shonibare Frida Kahlo Mike Barrett (Access Art Elements) Focus Skill/s: Portrait Development Drawing Line Colour I can Statements: -I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. -I can make links to nature and use a colour palette that is inspired by that -I can use my curiosity to think about how I might adapt techniques and processes to suit me. -I can use my sketchbook to record, generate ideas, test, reflect and record. -I can work digitally or physically to create a layered portrait to	Class Topic: All Aboard! (Evolution/Windrush/Titanic) DT - Programming/Coding Theme: Digital world  Outcome: Digital navigation design (On software), Pitch plan Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel. Focus Skill/s: Digital world: Navigating the world (KAPOW SUPPORT) I can Statements: -I can incorporate key information from a client’s design request such as ‘multifunctional’ and ‘compact’ in their design brief. -I can write a program that displays an arrow to indicate cardinal compass directions with an ‘On start’ loading screen. -I can self and peer evaluate a product concept against a list of design criteria with basic statements. -I can identify key industries that use 3D CAD modelling and why. -I can recall and describe the name and use of key tools used in Tinkercad (CAD) software. -I can complete a product pitch plan that includes key information. Vocabulary: smartphone equipment navigation cardinal compass application (apps)
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	-I can transform my drawing into a three-dimensional object. -I can create an artist page focusing on my selected artist <u>Vocabulary:</u> drawing two-dimensional three-dimensional surface manipulate line mark making value shape colour pattern composition grid method negative space sketchbook reflection	decorate design criteria fabric target customer waistcoat waterproof equipment shape colour pattern composition	-I can create an artist page focusing on my selected artist <u>Vocabulary:</u> Expression Society Activist Print Communicate Language Print Collage Drawing sketchbook reflection	recipe bridge method cookbook cross-contamination farm to fork preparation storyboard shape colour composition drawing positive negative	explore aspects of my identity, thinking about line, shape, colour, texture and meaning -I can create an artist page focusing on my selected artist <u>Vocabulary:</u> culture Background Experiences passions identity techniques layers imagery line shape colour composition sketchbook reflection	pedometer GPS tracker design brief design criteria client function program sustainable design environmentally friendly biodegradable recyclable product lifecycle product lifespan
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