



Temple Learning Academy - Art and DT Curriculum Long Term Plan

Curriculum Leader	Programme Leader	Line Manager
Emily Frost	Lauren Durn	Amy Thompson/Alex Clark

Primary Art and DT Overview

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 art vocabulary linked to formal elements of art: **colour, pattern, texture, line, shape, form and space.**

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.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R e c	<p>What Is Marvellous About Me? Focus Artist: Picasso</p>  <p>I can draw a self portrait.</p> <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I can represent a face with a circle and including details.</p> <p>I can show different emotions in my drawing such as happiness, sadness, fear</p> <p>Vocabulary: Lines, shapes (circle, square etc) draw, copy, mark, portrait</p> <p>Cut, stick, press</p>	<p>Isn't it amazing? Focus Artist: Andy Goldsworthy</p>  <p>I can create a piece of nature inspired art.</p> <p>I can explore different materials freely to develop their own ideas about how to use them and what to make.</p> <p>Explore, use and refine a variety of artistic effects.</p> <p>Vocabulary: Rough, smooth, texture, pattern</p> <p>Arrange, press, dab</p>	<p>Shall we explore the wonders of our world? Focus Artist: Michelle Reader</p>  <p>I can create a sculpture using recycled materials.</p> <p>I can join different materials and explore different textures.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>Vocabulary: Glue, tape, cut, stick. Sculpture, join, design</p>	<p>How does your garden grow? Focus Artists: Henri Matisse & Van Gogh</p>  <p>I can use different media and materials to create a desired effect (snail/sunflower representations).</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the process I have used.</p> <p>Vocabulary: Cut, stick, paint, bright colours Tools, press</p>	<p>Can you tell me a tale? Focus Artist: Paul Klee – castle and sun</p>  <p>I can create a castle. using closed shapes with continuous lines. I can draw with increasing complexity and detail.</p> <p>I can explore colour and colour mixing.</p> <p>Vocabulary: Colour mix, brush, palate Plan, sort, build</p>	<p>What is your super power? Focus Artist: Yayoi Kusama - dots</p>  <p>I can create a hero's cape using dots.</p> <p>I can explore colour and colour mixing. I can share my creations, explaining the process I have used.</p> <p>Self portrait</p> <p>I can return and build on my previous learning and refine and develop my ideas.</p> <p>Vocabulary: Circles, dots, measure, cut, scissors,</p>

<p>Y e a r 1</p>	<p>Amazing Me Focus Artist: Picasso</p>  <p>I can draw a self-portrait using a single pencil.</p> <p>I can develop a range of tone using a pencil and use a variety of drawing techniques.</p> <p>I can produce lines of different thickness and tone.</p> <p>I can begin to cut shapes using scissors.</p> <p>I enjoy working with malleable media.</p> <p>I can manipulate salt dough through rolling kneading and pinching etc and decorate as appropriate using modelling tools.</p> <p>Vocabulary: Lines, shapes, mark making, draw, portrait Cut, scissors</p>	<p>Great Fire of London Focus Artist: Christopher Wren</p>  <p>I can name the primary and secondary colours.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can explore colour mixing.</p> <p>I can produce sculpture from everyday objects and experiment with tape and glue joining.</p> <p>I can begin to cut shapes using scissors</p> <p>Vocabulary: Primary colours, red, yellow, blue secondary colours, green, orange, purple colour mixing, design, construct, materials</p>	<p>Paddington In Peru Focus Artists: Van Gogh Lucy Pittaway</p>  <p>I can weave on a cardboard loom using different coloured wools and threads.</p> <p>I can make rubbings with wax crayons (leaves)</p> <p>I can create patterns by repeating the same shape.</p> <p>I can use stamps and create pictures with paint.</p> <p>Vocabulary: Line, Shape, Colour, tones, hues, tints Design, wool, thread, weave, loom</p>	<p>Victorians Focus Artists: Joshua Reynolds William Morris</p>  <p>I can decorate fabric with fabric pens.</p> <p>I can create dyes for fabrics (tea and coffee).</p> <p>I can use stencils to create simple pictures – Cursive?</p> <p>I enjoy working with clay.</p> <p>Vocabulary: Fabric, dye, stencil, print, sculpture, sculptor, three dimensions</p>		
<p>Y e a r 2</p>	<p>To Infinity and Beyond Focus Artist: Georgina O’Keeffe</p> <p>ART - Painting</p>  <p>I can name and mix primary colours to make secondary colours.</p> <p>I can create a colour wheel.</p>	<p>Yay for Yorkshire Focus Artist: Joan Miró</p> <p>ART – Sculpture</p>  <p>I can use a combination of shapes</p> <p>I can use rolled up paper, straws, paper, card and clay as materials.</p> <p>I can use techniques such as rolling, cutting, moulding and carving.</p>	<p>Around the World in 80 Days (Antarctica focus) Focus Artist: Zaria Forman</p> <p>ART – Drawing (Pastel)</p>  <p>I can hold oil pastels with appropriate grip and control.</p> <p>I can blend oil pastels using my fingers and a range of tools (paper, cloths, etc.)</p> <p>I can use white to create tints and black to create shades.</p>	<p>Around the World in 80 Days (Kenya focus) Focus Artist: Raphael Mayne: Adinkra printing</p>  <p>ART – Printing</p> <p>I can use repeating patterns or overlapping patterns</p> <p>I can mimic print from the environment (e.g. wallpapers)</p>	<p>Trouble on the Titanic Focus Artist: Jeannie Baker</p> <p>ART - Collage</p>  <p>I can use a range of shapes.</p> <p>I can use a combination of materials that are cut, torn and glued.</p> <p>I can sort and arrange materials.</p> <p>I can mix materials to create texture</p>	<p>Captivating Castles Focus Artist: Hans Holbein</p> <p>ART – Drawing (Portraits)</p>  <p>I can draw lines of different sizes and thickness</p> <p>I can show pattern and texture by adding dots and lines</p> <p>I can draw a self-portrait.</p>

I can use thick and thin brushes and I know when to use them effectively.

I can add white to colours to make tints and black to colours to make tones.

Final piece – picture with thin/wide brush strokes, primary/secondary colours
Final piece – different tones and shades; different tools

DT - Structures

I can research existing products [real and model rockets]. 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.

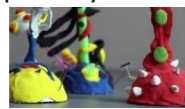
Final piece: rocket



Vocabulary:

- Primary
- Secondary
- Colour
- Mix
- Tint
- Tone
- Shade

Final piece – clay sculpture inspired by Joan Miro



DT – Sculpture (Papier Mache)

Carnival mask – papier mache

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.



Vocabulary:

- Sculpture
- Roll
- Cut
- Carve
- Mould
- Scrunch

I can use the sgraffito technique to add detail to my work.

Final piece: iceberg pastel drawing

DT – Food

I can sort food into various food groups and discuss what is needed in a healthy diet.

I can demonstrate safety and hygiene when preparing food.

I can prepare simple dishes (healthy lunch) by cutting, peeling and grating food.

Final piece: healthy lunch (covered through Science)



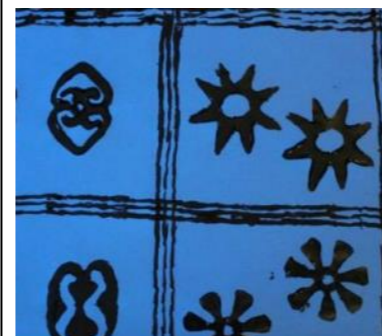
Vocabulary:

- Blend
- Grip
- Control
- Detail
- Tint

- Cut
- Peel
- Grate
- Prepare
- Sort

I can use objects to create prints
I can press, roll, rub and stamp to make patterns.

I can create an Adinkra inspired print using the techniques taught.



DT – Textiles (Weaving)

I can use plaiting.

I can use paper to weave a pattern.

I can use fabric to weave a pattern.

I can plan and design an African inspired weaving pattern

Final piece - African inspired weave using techniques learnt.



Vocabulary:

- Print
- Repeat pattern
- Press
- Roll
- Rub
- Stamp
- Plait
- Weave

I can create a piece of work using natural resources (e.g. leaves).

Final piece: collage



DT – Textiles (Embroidery)

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.

Final piece – embroidered coin purse



Vocabulary:

- Cut
- Tear
- Adhesive
- Natural
- Stitch
- Design
- Embroider
- Thread

I can show different tones by using coloured pencils.

I can include lines and texture

Final piece – portrait of King Charles III

DT – Mechanisms

I can establish and follow simple design criteria, including making my product suitable for the people who will use it.

I can create and share my design by using ICT.

I can measure, mark out, cut and shape materials and components.

I can select tools and equipment and explain why I have made that choice.

I can create a simple hinge mechanism [castle drawbridge].




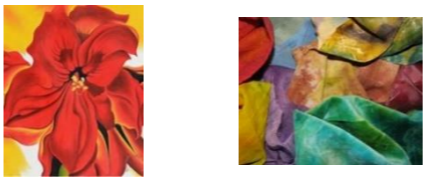

I can suggest how my product could be improved or modified.

Final piece: castle with moving drawbridge (target audience: young child) - present to Reception children?



Vocabulary:

- Line
- Thick
- Shade
- Texture
- Portrait
- Hinge
- Mechanism
- Criteria
- Shape
- Cut

	<p>Structure Assemble Join Combine</p>				
Y e a r 3	<p>China – Here or there? Focus Artists: Pablo Picasso</p>  <p>I can develop my painting skills through increased control, & precision when painting detail, lines and edges of shapes.</p> <p>I can use different types of paint and painting surfaces.</p> <p>I can identify different paintbrushes and painting equipment, understanding the various purposes they have.</p> <p>I can use a number of brush techniques (thick and thin) to produce shapes, textures, patterns and lines.</p> <p>I can use a variety of materials including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels.</p> <p>I can identify the differences and similarities between different materials and select which one is most suitable for a given task.</p> <p>Vocabulary: Lines, cross hatching, hatching, ink wash, experiment, cross hatching, dot, dash</p>	<p>Festivals Focus Artists: Rangoli</p>  <p>I can create a wide variety of tones using light and dark lines, patterns and shape.</p> <p>I can use different grades of pencil and other implements to draw different forms and shapes</p> <p>Create repeating patterns</p> <p>I can study how other artists' paint, applying elements of this to my work.</p> <p>Vocabulary: Tone, shadow, dark, reflect, repeat</p>	<p>Stone Age to the Iron Age Focus Artists: Henry Moore</p>  <p>I can add white and black to alter tints and shades</p> <p>I can use clay and other mouldable materials</p> <p>I can learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p> <p>I can study significant works of art, craft, design or architecture and give my personal opinions about it.</p> <p>I can design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials. I can understand how to finish and present my work to a good standard.</p> <p>Vocabulary: Paint, Colour, Expression, Clay, construct, sculpture, tools</p>	<p>Mayans Focus Artists: Georgia O Keefe</p>  <p>I can study how other artists' paint and apply elements of this to my work.</p> <p>I can study significant works of art, craft, design or architecture and give my personal opinions about it.</p> <p>I can dye fabric.</p> <p>I can design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials. I can understand how to finish and present my work to a good standard.</p> <p>Vocabulary: Dilute, colour mixing, light, dark, tone, tints, modelling, forms, dimensions</p>	<p>Rainforest Focus Artists: Georges Seurat</p>  <p>I can use collage as an art form.</p> <p>I can explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p>I can study how other artists' paint and apply elements of this to my work. (Henri Rousseau) I can use the pointillism technique.</p> <p>I can Identify and draw the 2D & 3D geometric shapes in nature and the world around me.</p> <p>I can use watercolours.</p> <p>Vocabulary: Cloth, fabric, dot, dashes, needle, thread, detail, modelling, forms, dimensions, shape, geometric, 2D, 3D</p>

Italy

Focus Artists: Michelangelo



ART

Michaelangelo – The creation of Adam – family-friendly oil pastel depiction of famous painting.

DT

Leaning Tower of Pisa made out of paper cups.



DT - Food Technology

School trip to make own pizzas, involving potential to use food tech rooms before.

Vocabulary:
Blend, colour, complementary, contrasting, lines, construct, sculpture

Romans

Focus Artists: Claude Monet



ART

Pencil sketching – Roman soldier.

DT

Roman temple creation using straws.

ART

Winter pastel drawing inspired by Monet’s Snow Scene at Argenteuil – using a non-white background.

Vocabulary:

Tone, tints, shade, horizon, sketch, construct, sculpture

Volcanos

Focus Artists: Vincent van Gogh



ART

Pencil sketching – volcano

ART

Volcano created by oil pastels inspired by Vincent van Gogh’s Starry Night.

DT

Volcano pottery using clay.

Vocabulary:

Blend, colour, complementary, contrasting, pattern, clay, mould

Recycling

Focus Artists: Dale Chihuly



ART

Pencil sketching – coke can

DT/ART

Designing and making own bag for life. Extended process over weeks.

Vocabulary:

Sketch, shade, design, outline, fabric, design, process

Africa

Focus Artists: Dr Esther Mahlangu



ART

Pencil sketching – Djembe drum

ART

Animal artwork inspired by Tingatinga style.

ART

Hand-drawn lines design with bright colours inspired by Dr Esther Mahlangu.

Vocabulary:

Repeating patterns, block colour, reflection, outline, silhouette, blend, watercolour

Ancient Egypt

Focus Artists: Chantal Joffe



ART

Pencil sketching – Djembe drum

ART

Pyramids with mixed media including oil pastels and charcoal.

ART

In a sarcophagus, creating a self-portrait using pencil in the style of Chantal Joffe.

ART

Pyramids with mixed media including oil pastels and charcoal.

ART

Pharaoh headdress creation by using acrylic paints.

ART

Papyrus art using ink and feathers.

DT

Making a canopic jar with clay.



Vocabulary:

Sketch, shade, pattern, blend ink, clay mould, marks, process, control

Vikings



ART

Self-portrait - Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing.

ART

Sketching poppies

They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.

DT

Design and create a Viking shield

Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.

DT

Pop up Reindeer card.

Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.

Vocabulary:

Portrait, sketch, force, design, purpose, vision

Greeks



DT

Create a Greek inspired meander patterned cross stitch bookmark.

Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc

ART

Greek Temples

Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.

Vocabulary:

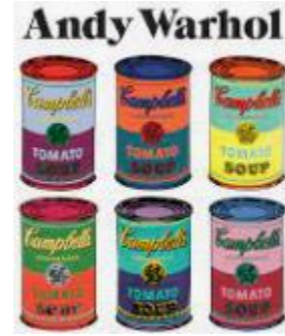
Expression, drawing, line, Back-stitch, meander, column, foreground

American Road Trip

Focus Artists:
Andy Warhol
Marz Jr

ART

Holes book cover inspired by Andy Warhol 6 images/6 colour combinations.



Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose

Create a perspective picture of New York skyscrapers.

<https://www.deepspacesparkle.com/skyscraper-line-drawing/>



Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects
Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.

Staycation or Vacation

Leeds V Whitby
Focus Artists:
Henry Moore
Ian Mitchell

DT



Create a Henry Moore inspired sculpture.

Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.

ART



Create a Whitby landscape using different textures using acrylic paint using brush and cardboard.

Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.

Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.

Line/Shape: Uses line or shape to create original compositions.

Pattern Texture: Uses pattern & texture for purposeful effect.

Vocabulary:

Sculpt, smooth, curve, texture, seascape, minimal, line, shape, tone, form, sculpture, dimensions, shape, model

Vocabulary:
 Harmonious, colour, line,
 Geometric, solid, three-
 dimensional, cityscape, format,

Y
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6

Leeds – Then and Now

Focus Artists:
 Paula Rego

Links to Leeds Art Gallery/Leeds Museum



ART –

- Formal elements of art exploration
- Line development focus
- Architecture in Leeds

Leeds Art Gallery/Museum experience

- Artist Research Pages (Paula Rego)
- Paula Rego exploration

Y6-7 Skill Development: Composition, Drawing, Colour, Line

Baseline art piece:

Assess skills progression (Self-portrait)

DT – Sewing/Printing focus



-Bayeux Tapestry (Recreate in the style)

- Comparison between -Medieval/Modern storytelling (Crafts)
- Printing, Repeating Patterns

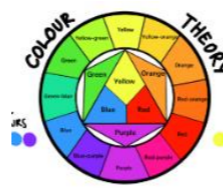
Y6 -7 - Skill Development: Craft, Printing, sewing development

Vocabulary:

Line, Quality of line, Mark Making, Composition, Visual Literacy, Narrative, Purpose, Imaginative, Mono Print, Interpretation, Vision, Share, Reflect, Respond, Feedback, Similarities, Differences, Experience, Thread, Stitches, Needle, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Collage, Arrange

WWII

Focus Artists:
 Yinka Shonibare
 Henry Moore

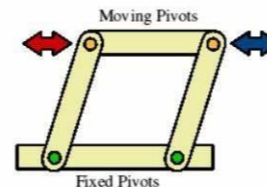


ART –

- Discussing War art (Tube Shelter Perspective (1941) – Exploring WW2 Scenes)
- Exploring line (sketch), pattern, Colour
- British Identity
- Artist Research Pages (Yinka Shonibare)
- Yinka Shonibare exploration

Y6-7 Skill Development: Line, Colour, Pattern

DT – Mechanisms



Mechanisms: levers and linkages - WW2 scene/Moving Christmas Card Craft

Y6-7 - Skill Development: Join and shape materials, mechanisms understanding

Vocabulary:

Identity, Emotion, Pattern, Sensory, Exploratory, Point, Line, Shapes, Circles, Energy, Colour, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Texture, Line, Ovals, Curves, British Values, Generate, Explore, Experiment, Reflect, Respond, mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, Output, user, purpose, function, material, recycle, prototype, design criteria, innovative, appealing, design brief

The Theory of Evolution (Significant figures and events) -

Science driver

-Windrush

Focus Artists:
 Frida Kahlo



ART –

- Identity/Culture Personality Swirls
- Developing sketching skills
- Darwin/Nature/Animal focus
- Artist Research Pages (Frida Kahlo)
- Frida Kahlo exploration

Y6 -7 - Skill Development: Line, Shape, Colour, Tone, texture

DT – Global Food



Y6 – 7 - Skill Development: Cooking techniques -making some traditional dishes from different countries

Vocabulary

Voice, Message, Community, Identity, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Dissect, Imagine, Observational Drawing, Close study, draw slowly, Intention, Pressure, Line, Mark, Page, Portraiture, Explore, Experiment, Share, Respond, food, culture, global, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality