

Art and DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A 2022/2023	Art - Drawing <u>Storytelling</u> <u>through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.	Art -Print, Colour, Collage <u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	DT -Mechanisms (incorporating a simple electrical circuit): Create an electrical torch which incorporates changing colours e.g. kaleidoscope	Art- Working in 3 dimensions <u>Sculpture,</u> <u>Structure,</u> <u>Inventiveness &</u> <u>Determination</u> What can artists learn from nature?	DT Structures (use of recycled materials) – Create a structure including a prototype to reflect an aspect of European life which could become a European landmark out of recycled materials Food Technology Create a soup based on seasonal produce	DT -Textiles (Running Stitch) Create a A4 personal flag for the opening ceremony of the Ancient Greek Olympics which incorporates a running stitch
	Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating	Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and	Designing: Produce a plan and explain the use of materials, equipment and processes • Persevere and adapt work when original ideas do not work • If the first attempt fails,	Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their	Designing: Competently research products similar to the one they are intending to design and evaluate strengths and weakness to be incorporated into their own design. • Research and use	Designing: Research as a matter of course before considering designing a product. • Produce a plan and explain the use of materials, equipment and processes • If the



	ormation with	shape. Pupils will	identify strengths	sketchbooks by	ICT (google) where	first attempt fails,
visu	ual notes.	engage in a	and future areas	making visual	appropriate •	identify strengths
		drawing exercise to	for development. •	notes.	Design, with a	and future areas
Pup	pils will use toys,	help them see	Communicate ideas		range of initial	for development. •
poe	etry, and their	shapes / explore	through annotated	Pupils will create	ideas, after	Communicate ideas
ow	n text to create	line and colour.	sketches that show	observational and	collecting	through annotated
rich	hly illustrated		different	experimental	information from	sketches that show
nar	rratives	Pupils will explore a	viewpoints of the	drawings of nests	investigating	different
con	ntained within a	variety of	product • Begin to	using a variety of	existing products •	viewpoints of the
sing	gle drawing.	contemporary	be very familiar	media. Through	With growing	product
Pup	pils will	artists who study	with different	their work they will	confidence, apply a	Making:
juxt	tapose objects	still life in different	inventors,	explore how	range of finishing	Know which tools
to d	create their still	forms. They will	designers,	drawings might be	techniques	to use for a
life	scenes from	respond verbally in	engineers, chefs	neat or messy as an	including those	particular task and
whi	ich they will	class discussion.	and manufacturers	expression of their	from art and	show knowledge of
wo	ork. Pupils will	Pupils will compare	who have	personalities.	design.	handling the tool
exp	plore the	contemporary work	developed ground	Pupils will test	Making:	accurately and
ma	iterials charcoal,	with the work of	breaking products.	materials in	Select from and use	safely. • Know
cha	alk, compressed	Dutch and Flemish		sketchbooks.	a wider range of	which material is
cha	arcoal pencil,	16 th Century artists.	Making:		materials and	likely to give the
and	d eraser to make	They will record	Know which tools	Pupils will use their	components,	best outcome
the	eir drawings.	and reflect	to use for a	own instinct and	including	based on its
		throughout in their	particular task and	intuition to make	construction	properties • Mark,
Pup	pils will explore	sketchbooks.	show knowledge of	sculptures of a	materials, textiles	measure and cut
hov	w they can build		handling the tool	nest. They will	and ingredients,	accurately a range
and	d share a story	Pupils will create	accurately and	question what it is	according to their	of materials using
thre	ough a series of	their own still life	safely. • Know	like to be a bird	functional	appropriate tools,
ima	ages. They will	artworks.	which material is	placing the first	properties and	equipment and
WO	ork from		likely to give the	tentative twigs in	aesthetic qualities.	techniques. • Start
evo	ocative literature	Option 1: Pupils	best outcome	place to build their	 Use finishing 	to join and
orp	poetry to create	will use collage to	based on its	nest. Pupils will	techniques to	combine materials
eith	her a concertina	create their still life	properties • Mark,	explore different	strengthen and	and components
ora	a poetry comic.	artwork. They will	measure and cut	materials and	improve the	accurately in



Pupils will have lots	paint their own	accurately a range	construction	appearance of their	temporary and
of opportunity to	sheets of paper,	of materials using	methods to build	products using a	permanent ways. •
explore different	thinking about line,	appropriate tools,	inventive nests.	range of equipment	Sew, weave or knit
materials such as	colour, and texture	equipment and		including ICT. •	using a range of
charcoal, graphite,	to use in their	techniques. • Start	Pupils will display	Make a prototype	stitches • Show
ink, or pastel.	collage.	to join and	their work in a	before making a	high levels of
Pupils will use	Option 2: Pupils	combine materials	clear space and	final version •	perseverance when
sketchbooks to	will arrange and	and components	reflect on the half	Carry out finishing	things do not go as
develop ideas	photograph their	accurately in	term, sharing what	techniques	they would wish in
throughout.	own still life	temporary and	they like and what	(including lights) to	the first instance.
	compositions	permanent ways. •	they would like to	enhance the	Evaluating:
Pupils will display	before taking them	Show high levels of	try again through	appearance and	 Know which tools
their work in a	into paint. They will	perseverance when	peer discussion.	function of their	to use for a
clear space and	consider colour,	things do not go as		product	particular task and
reflect on the half	line and texture	they would wish in	Marcus Coates		show knowledge of
term, sharing what	throughout the	the first instance.		Evaluating:	handling the tool
they like and what	process.	Know how simple		Suggest alternative	accurately and
they would like to	Option 3: Pupils	electrical circuit		plans; outlining the	safely. • Know
try again through	will work with clay	and components		positive features	which material is
peer discussion.	to create fruit tiles.	can be used to		and drawbacks •	likely to give the
	They will gain skills	create functional		Evaluate	best outcome
Laura Carlin, Shaun	in working with	products.		appearance and	based on its
	clay as a resistant	Evaluating:		function against	properties • Mark,
Tan	material, resulting	Evaluate and		original criteria •	measure and cut
	in an exploration of	suggest		Begin to evaluate	accurately a range
	texture, mark	improvements for		their product	of materials using
	making, colour and	designs • Evaluate		personally and seek	appropriate tools,
	composition.	their product,		evaluation from	equipment and
	Option 4: Pupils	carrying out		others	techniques. • Start
	will work with ink	appropriate tests. •		Technical	to join and
	and cardboard to	Evaluate their		knowledge:	combine materials
	create powerful 3d	product both		Suggest alternative	and components
	graphic images.	during and at the		plans; outlining the	accurately in



Pupils will engage	end of the	positive features	temporary and
in exercises such as	assignment. •	and drawbacks •	permanent ways. •
continuous line	Present a product	Evaluate	Sew, weave or knit
drawings and	in an interesting	appearance and	using a range of
thoughtful mark	way	function against	stitches • Show
making before	Technical	original criteria	high levels of
moving onto their	knowledge:		perseverance when
still life.	Link scientific	Food Technology	things do not go as
	knowledge by using	Bring a creative	they would wish in
Pupils will display	lights, switches or	element to the	the first instance.
their work in a	buzzers • Use IT	food product being	Technical
clear space and	where appropriate	designed • Know	Knowledge:
reflect on the half	to add to the	which season	Use appropriate
term, sharing what	quality of the	various foods are	sewing techniques.
they like and what	product.	available for	
they would like to		harvesting •	
try again through		Recognise safe	
peer discussion.		practices in the	
		kitchen and can	
Paul		identify hazards	
Cezanne, Peter		e.g. hazards when	
Claesz, Melchior d'		using an oven •	
Hondecoeter, Jan		Know how to use a	
Davidsz, Jacob		range of	
Vosmaer, Hilary		techniques, such as	
Pecis, Nicole Dyer,		peeling, chopping,	
Baas		slicing, gracing,	
Meeuws, Hirasho		mixing, spreading,	
Sato		kneading and	
		baking. • know that	
		to be active and	
		healthy, food and	
		drink are needed to	



					provide energy for the body.	
Cycle B 2023/2024	Mechanisms	Art- Typography	Art- Paint, Surface,	DT-Mechanisms	DT -Mechanisms (a	Art- Working in 3
-,	(lever): Create a	and Maps	Texture	(gears): Create a	complex electrical	dimensions
	Roman weapon to	Exploring how we		water mill system	circuit with	
	propel a marble	can create	Mixed Media Land	for a developing	multiple	Set Design
	one metre which is	typography	and City Scapes	country which	components):	Explore creating a
	operated by a lever	through drawing	Explore how artists	incorporates gears	Create a traffic light	model set for
	system	and design and use	use a variety of	and links to	system that	theatre of
		our skills to create	media to capture	Fairtrade	involves the use of	animation inspired
		personal and highly	spirit of the place.		IT	by poetry, prose,
		visual maps.				film or music.
	Designing:	Pupils will become	Pupils will be	Designing:	Designing:	Pupils will be
	Research Roman	familiar with the	introduced to two	Competently	Competently	introduced to the
	weapons before	term 'typography'.	different artists	research how	research how	role of a set
	designing the	They will be	who are inspired by	water mills work. •	traffic light system	designer working in
	product. •	introduced to	the land and city	Research and use	works. • Research	theatre /
	Confidently make	designers who	where they live.	ICT where	and use ICT where	animation. They
	labelled drawings	work with type to	Pupils will see how	appropriate •	appropriate •	will respond to the
	from different	communicate	artists involve	Design, with a	Design, with a	work of a designer
	views, showing	thoughts and ideas	different materials	range of initial	range of initial	through class /
	specific features.	visually. Pupils will	and media. Pupil	ideas, after	ideas, after	peer discussion as
	Produce a plan and	create their own	will respond to the	collecting	collecting	well as visually in
	explain how the	letters from cut up	work of artist	information from	information from	their sketchbooks.
	lever will work. •	basic shapes in a	through class	investigating	investigating	They will make
	Communicate ideas	playful way to think	discussion and in	existing products •	existing products •	quick drawings of
	through annotated	about the form of	their sketchbooks.	Produce a detailed,	Produce a detailed,	sculptures and the
	sketches that show	letters. They will	They will compare	step-by-step plan •	step-by-step plan •	things that they
	different	work in their	the artists and	Create annotated	Start to appreciate	see, including
	viewpoints of the	sketchbooks to	identify things	3D designs of their	how much the	thoughts and
	product • Begin to	consider what they	which might be of	design on isometric	product costs to	feelings
	be very familiar	like and what they	interest to them in	or squared paper	make.	
	with different	might develop	their own work.	from a range of	Making:	



:	funther		station at the state of Addition	Confidently colors	Duratile will always
inventors,	further.		viewpoints. • With	Confidently select	Pupils will draw,
designers,		Pupils will extend	growing	appropriate tools,	build, and paint. By
engineers, chefs	Pupils will create	bought or made	confidence, apply a	materials,	the end of the 4
and manufacturers	their own letters of	sketchbooks by	range of finishing	components and	weeks, they will
who have	a typeface using	adding concertina	techniques	techniques and use	have built dramatic
developed ground	their intuition.	pages. They will	including those	them efficiently. •	set in response to
breaking products	Working in large	add pages of	from art and	Know how to use	text. They will use
Making:	scale they will	different sizes and	design. • Start to	any tool (including	sketchbooks
Know which tools	explore as many	ratios using	appreciate how	IT) correctly and	throughout to
to use for a	variations of letters	cartridge paper or	much the product	safely • Explain	come up with
particular task and	as they can think	neutral sugar paper	costs to make	why a specific tool	ideas, note
show knowledge of	of, developing	so that a variety of	Making:	is best for a specific	thoughts, test
handling the tool	them into a whole	media can be used	Name and use a	action • Make	materials, and
accurately and	word or a phrase.	next week. They	range of tools and	modifications as	reflect. Pupils will
safely. • Know		make some pages	equipment	they go along and	use charcoal to
which material is	Pupils will work	long and thin and	competently •	explain their	create expressive
likely to give the	over maps /	others fat and	Select appropriate	reasons. • Know	energetic drawings.
best outcome	newspaper / pre-	wide.	materials, tools and	how more complex	They will consider
based on its	printed paper to		technique (e.g.	electrical circuits	the elements they
properties • Mark,	create strong bold	Pupils will be	cutting, shaping,	and components	might use within
measure and cut	drawings that stand	introduced to a	joining and	can be used to	set design: the
accurately a range	out over the	plein air painter.	finishing)	create functional	backdrop, the flats,
of materials using	background. Pupils	They will respond	accurately. •	products and how	the props and how
appropriate tools,	will build	to the work of the	Incorporate	to program a	materials they used
equipment and	confidence in their	artist through class	mechanical	computer to	and the way they
techniques. • Start	strong mark-	/ peer discussion as	systems (such as	monitor changes in	used them all help
to join and	making skills.	well as visually in	gears) to create	the environment	work together to
combine materials		their sketchbooks.	movement in their	and control their	build a sense of
and components	Pupils will be	They will make	products. • Use	products.	place.
accurately in	introduced to	quick drawings of	finishing		
temporary and	artists who create	the things that they	techniques to	Evaluating:	Pupils will be
permanent ways.	maps. They will	see and note down	strengthen and	Test and evaluate	introduced to two
Show high levels of	discover that maps	their thoughts and	improve the	designed products	set designers who



perseverance when	can reveal things	feelings. Pupils will	appearance of their	with specified	make sets for
things do not go as	about the artist	work in their	products using a	audience where	animations. They
they would wish in	who made them,	sketchbooks	range of equipment	possible • Evaluate	will use their
the first instance. •	provide comments	outside with the	including ICT. •	product against	sketchbooks to
Know how	about a culture,	emphasis being on	Make a prototype	clear criteria •	become familiar
mechanical	place, and time, or	exploration and	before making a	Evaluate their work	with their chosen
systems (such as	be based in	experimentation.	final version •	both during and at	stimulus, to
levers) create	imagination. They	They will discover	Carry out finishing	the end of the	generate ideas and
movement. •	will respond to the	how they can use	techniques to	assignment.	plan, consider,
Understand how to	work in class	different	enhance the	Record their	structure and
reinforce and	discussion and in	combinations of	appearance and	evaluations using	placement and
strengthen a 3D	their sketchbooks.	media to capture	function of their	drawing with labels	think about colour
framework. • Begin	Pupils will develop	the energy and	product		and texture before
to use finishing	ideas from the	spirit of an outdoor	Evaluating:	Technical	building their set.
techniques to	typography activity	space through a set	Evaluate a product	Knowledge:	
strengthen and	in week 2, to build	of drawing	against original	Know which IT	Pupils will display
improve their	visual text for map	challenges.	design	product would	their work in a
appearance of their	making.		specifications and	further enhance a	clear space and
product using a		Pupils will display	by carrying out	specific product •	walk around the
range of	Pupils will display	their work in a	tests. • Suggest	Use electrical	work as if they are
equipment.	their work in a	clear space and	alternative plans;	systems correctly	in a gallery, sharing
Evaluating:	clear space and	walk around the	outlining the	and accurately to	what they like
Evaluate product	reflect on the half	work as if they are	positive features	enhance a given	about their own
for both their	term, sharing what	in a gallery, sharing	and drawbacks •	product	and each other's
purpose and	they like, what they	what they like	Evaluate		work.
appearance •	would like to try	about their own	appearance and		
Evaluate their	again, the creative	and each other's	function against		Pupils will work in
product, carrying	journey and the	work.	original criteria •		pairs or teams to
out appropriate	skills learnt through		Begin to evaluate		document their
tests. • Evaluate	peer discussion.	Pupils will work in	their product		work using cameras
their product both	Louise Fili, Grayson	pairs or teams to	personally and seek		or Ipads.
during and at the	Perry, Paula Scher	document their	evaluation from		
end of the			others.		



Cycle C 2024/2025	assignment. • Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Technical Knowledge: Create a product that incorporates at least one lever. Art- Drawing	DT - Mechanisms	work using cameras or Ipads. Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones Art – Print, Colour,	Technical Knowledge: Use a gear system within the watermill produced. DT – Food	DT - Structure and	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson
	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or graphic design outcome.	(Applying previous knowledge of axles, sliders, wheels, pulleys, levers and gears): Create a an armed vehicle capable of moving over different terrain which incorporates gears and a pulley system	collage – Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Technology Create an afternoon tea based on World War 2	Textiles (Stable and appropriate for setting): Create a camouflaged nomadic tent that would a suitable for a desert incorporating a stable structure and a range of joining techniques – incorporate 3 different types of stitching. Running, back and over stitch.	dimensions – Brave Colour Exploring how artists use light, form and colour to create immersive environments
	Pupils will become familiar with the	Designing: When researching,	Pupils will respond to the work of	Explain how food ingredients should	Designing: When researching,	Pupils will make an elastic band
	idea that artists can paint on wood to	be competent in discriminating as to	contemporary artists and	be stored and give reasons • Work	be competent in discriminating as to	sketchbook using white paper and



create flat,	what would be and	designers, Luba	within a budget to	what would be and	cardboard.
standing images	would not be	Lukova, Faith	create a meal •	would not be	
which viewers can	helpful for their	Ringgold, Kate	Understand the	helpful for their	They will identify
walk amongst. They	intended product.	DeCiccio.	difference between	intended product.	and explore colour
will record their	Use market		a savoury and	Follow and refine	within the
thoughts and	research of existing	Pupils will compare	, sweet dish • Know	original plans,	sketchbooks.
feelings about the	products to inform	the artists and will	how to prepare and	justifying it in a	
artworks seen in	their design •	share their	cook a variety of	convincing way •	Pupils will explore
their sketchbooks.	Follow and refine	thoughts in peer	predominantly	Draw detailed 3D	the work of the
	original plans,	discussion.	savoury dishes	designs using	artists Olafur
Pupils start creating	justifying it in a		safely and	exploded diagrams	Eliasson, Yinka Ilori,
"flat yet sculptural"	convincing way •	Pupils will work in	hygienically,	or cross sectional	Morag
artwork.	Draw detailed 3D	sketchbooks to	including where	drawing where	Myerscough, Liz
	designs using	explore their own	appropriate, the	appropriate to	West
To use the paper as	exploded diagrams	voice and message.	use of a heat	display finer details	who use colour in
a collage material	or cross sectional		source. • Know	 Show that culture 	their work. They
	drawing where	Option 1: Pupils	different food and	and society is	will become
To use methods of	appropriate to	will explore screen	drink contain	considered in plans	familiar with how
construction to	display finer details	printing techniques	different	and design	artists might
transform them	Know how much	and make a poster	substances –	specification.	respond in
into sculptures.	products cost and	inspired by the art	nutrients, water	Making:	different ways to
	make choices	work of Artist	and fibre – that are	Confidently select	colour.
Or	accordingly.	Activist Shepard	needed for health.	appropriate tools,	
	Making:	Fairey	Understand	materials,	Pupils will create
Pupils will explore	Confidently select		seasonality, and	components and	visual responses to
the colours and	appropriate tools,		know where and	techniques and use	artists' work in
patterns on	materials,	Option 2: Pupils	how a variety of	them efficiently. •	their sketchbooks
different types of	components and	will make a simple	ingredients are	Explain why a	using paper, paint,
food packaging.	techniques and use	folded sketchbook	grown, reared,	specific tool is best	ink, pastel to
	them efficiently.	to create a zine.	caught and	for a specific action	respond in their
They will learn	Explain why a	They will modify	processed.	• Make	sketchbooks.
about the process	specific tool is best	found wording and		modifications as	
artist Claire Harrup	for a specific action	imagery from		they go along and	Pupils are



uses to design food	• Make	magazines to	explain their	encouraged to
packaging and	modifications as	communicate their	reasons.	guide their own
record their	they go along and	message in their	Construct products	exploration,
thoughts and	explain their	zine.	using permanent	making choices
observations in	reasons.		joining techniques.	about how they
sketchbooks	Construct products	Pupils will display	 Use finishing 	want to use colour
	using permanent	their work in a	techniques to	in their artwork.
Pupils redesign	joining techniques.	clear space and	strengthen and	
existing food	Use mechanical	reflect on the half	improve the	
packaging items by	systems such as	term, sharing what	appearance of their	Option 1: Mini
building nets,	levers, pulleys and	they like and what	products using a	Light Boxes. Pupils
whilst	gears competently	they would like to	range of	will create models
experimenting with	to create	try again through	equipment. • Pin,	of sculptural
drawing,	movement in their	peer discussion.	sew and stitch	installations
composition and	products. • Use		materials together	exploring light,
type.	finishing	Luba Lukova, Faith	to create a product	colour and form.
	techniques to	Ringgold, Shepard	Evaluating:	
Pupils will display	strengthen and	Fairey	Test and evaluate	Option 2:
their work in a	improve the		designed products	Sculptural
clear space, and	appearance of their		with specified	Challenge:
walk around the	products using a		audience where	Colourful Walls.
work as if they are	range of equipment		possible • Evaluate	Pupils will create a
in a gallery, sharing	including ICT.		product against	design proposal for
what they like	Evaluating:		clear criteria •	a colourful
about their own	Test and evaluate		Evaluate their work	architectural
and each other's	designed products		both during and at	installation
work.	with specified		the end of the	exploring colour
	audience where		assignment. •	and form.
Pupils will work in	possible • Evaluate		Record their	
pairs or teams to	product against		evaluations using	Option 3:
document their	clear criteria •		drawing with	Sculptural
work using cameras	Evaluate their work		labels.	Challenge: Colour,
or I pads.	both during and at			Light and Form.

