



Art and DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A 2022/2023	<p><b>Art - Drawing</b> <b><u>Storytelling through Drawing</u></b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p><b>Art -Print, Colour, Collage</b> <b><u>Exploring Still Life</u></b> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>	<p><b>DT -Mechanisms (incorporating a simple electrical circuit):</b>  Create an electrical torch which incorporates changing colours e.g. kaleidoscope  Mechanical and Electrical Systems – simple circuits and switches – series circuit to create product for user.</p>	<p><b>Art- Working in 3 dimensions</b> <b><u>Sculpture, Structure, Inventiveness &amp; Determination</u></b> What can artists learn from nature?</p>	<p><b>DT Structures (use of recycled materials) –</b>  Create a structure including a prototype to reflect an aspect of European life which could become a European landmark out of recycled materials – focus on stability  <b>Food Technology</b>  Create a soup based on seasonal produce – Learn about the Eat Well plate – Know where food comes from, farmed, reared or caught</p>	<p><b>DT -Textiles (Running Stitch)</b>  Create a A4 personal flag for the opening ceremony of the Ancient Greek Olympics which incorporates a running stitch</p>
	Pupils will explore	Pupils will become	Designing:	Pupils will explore	Designing:	Designing:



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	<p>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 information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed</p>	<p>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 shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish</p>	<p>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, identify strengths and future areas for development. • Communicate ideas through annotated sketches that show different viewpoints of the product • Begin to be very familiar with different inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.</p>	<p>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 sketchbooks by making visual notes.</p> <p>Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</p>	<p>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 ICT (google) where appropriate • Design, with a range of initial ideas, after collecting information from investigating existing products • With growing confidence, apply a range of finishing techniques including those from art and design. Making: Select from and use a wider range of</p>	<p>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 first attempt fails, identify strengths and future areas for development. • Communicate ideas through annotated sketches that show different viewpoints of the product Making: • Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely. • Know which material is</p>
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	<p>charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will display their work in a clear space and reflect on the half</p>	<p>16<sup>th</sup> Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p> <p>Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture</p>	<p>Making: Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely. • Know which material is likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in temporary and permanent ways. • Show high levels of perseverance when things do not go as they would wish in</p>	<p>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> <li>• Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT.</li> <li>• Make a prototype before making a final version</li> <li>• Carry out finishing techniques (including lights) to enhance the appearance and function of their product</li> </ul>	<p>likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in temporary and permanent ways. • Sew, weave or knit using a range of stitches • Show high levels of perseverance when things do not go as they would wish in the first instance.</p> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Know which tools to use for a particular task and show knowledge of</li> </ul>
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	<p>term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Laura Carlin, Shaun Tan</b></p>	<p>throughout the process. Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition. Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.  Pupils will display their work in a</p>	<p>the first instance. • Know how simple electrical circuit and components can be used to create functional products. Evaluating: Evaluate and suggest improvements for designs • Evaluate their product, carrying out appropriate tests. • Evaluate their product both during and at the end of the assignment. • Present a product in an interesting way Technical knowledge: Link scientific knowledge by using lights, switches or buzzers • Use IT</p>	<p><b>Marcus Coates</b></p>	<p>Evaluating: Suggest alternative plans; outlining the positive features and drawbacks • Evaluate appearance and function against original criteria • Begin to evaluate their product personally and seek evaluation from others Technical knowledge: Suggest alternative plans; outlining the positive features and drawbacks • Evaluate appearance and function against original criteria  <b>Food Technology</b> Bring a creative element to the food product being</p>	<p>handling the tool accurately and safely. • Know which material is likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in temporary and permanent ways. • Sew, weave or knit using a range of stitches • Show high levels of perseverance when things do not go as they would wish in the first instance.</p>
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		<p>clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Paul Cezanne, Peter Claesz, Melchior d’ Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</b></p>	<p>where appropriate to add to the quality of the product.</p>		<p>designed • Know which season various foods are available for harvesting • Recognise safe practices in the kitchen and can identify hazards e.g. hazards when using an oven • Know how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. • know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Technical Knowledge: Use appropriate sewing techniques.</p>
<b>Cycle B 2023/2024</b>	<p><b>Mechanisms (lever):</b> Create a Roman weapon to propel a marble one metre which is</p>	<p><b>Art- Typography and Maps</b> Exploring how we can create typography</p>	<p><b>Art- Paint, Surface, Texture</b>  <u>Mixed Media Land and City Scapes</u></p>	<p><b>DT-Mechanisms (gears):</b> Create a water mill system for a developing country which</p>	<p><b>DT -Mechanisms (a complex electrical circuit with multiple components):</b></p>	<p><b>Art- Working in 3 dimensions</b>  <u>Set Design</u></p>



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	operated by a lever system	through drawing and design and use our skills to create personal and highly visual maps.	Explore how artists use a variety of media to capture spirit of the place.	incorporates gears and links to Fairtrade	Create a traffic light system that involves the use of IT  Electrical systems – Control Technology– series circuits	Explore creating a model set for theatre of animation inspired by poetry, prose, film or music.
	<p><b>Designing:</b> Research Roman weapons before designing the product. • Confidently make labelled drawings from different views, showing specific features. • Produce a plan and explain how the lever will work. • Communicate ideas through annotated sketches that show different viewpoints of the product • Begin to be very familiar</p>	<p>Pupils will become familiar with the term ‘typography’. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they</p>	<p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in</p>	<p><b>Designing:</b> Competently research how water mills work. • Research and use ICT where appropriate • Design, with a range of initial ideas, after collecting information from investigating existing products • Produce a detailed, step-by-step plan • Create annotated 3D designs of their design on isometric or squared paper</p>	<p><b>Designing:</b> Competently research how traffic light system works. • Research and use ICT where appropriate • Design, with a range of initial ideas, after collecting information from investigating existing products • Produce a detailed, step-by-step plan • Start to appreciate how much the product costs to make.</p>	<p>Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p>



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	<p>with different inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products</p> <p><b>Making:</b> Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely. • Know which material is likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. • Start to join and combine materials</p>	<p>might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p>	<p>their own work.</p> <p>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.</p> <p>Pupils will be introduced to a plain air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks.</p>	<p>from a range of viewpoints. • With growing confidence, apply a range of finishing techniques including those from art and design. • Start to appreciate how much the product costs to make</p> <p><b>Making:</b> Name and use a range of tools and equipment competently • Select appropriate materials, tools and technique (e.g. cutting, shaping, joining and finishing) accurately. • Incorporate mechanical systems (such as gears) to create movement in their</p>	<p><b>Making:</b> Confidently select appropriate tools, materials, components and techniques and use them efficiently. • Know how to use any tool (including IT) correctly and safely • Explain why a specific tool is best for a specific action • Make modifications as they go along and explain their reasons. • Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment</p>	<p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how materials they used and the way they used them all help work together to build a sense of place.</p>
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	<p>and components accurately in temporary and permanent ways. • Show high levels of perseverance when things do not go as they would wish in the first instance. • Know how mechanical systems (such as levers) create movement. • Understand how to reinforce and strengthen a 3D framework. • Begin to use finishing techniques to strengthen and improve their appearance of their product using a range of equipment.</p> <p><b>Evaluating:</b> Evaluate product for both their</p>	<p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what</p>	<p>They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing</p>	<p>products. • Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT. • Make a prototype before making a final version • Carry out finishing techniques to enhance the appearance and function of their product</p> <p><b>Evaluating:</b> Evaluate a product against original design specifications and by carrying out tests. • Suggest alternative plans; outlining the positive features and drawbacks •</p>	<p>and control their products.</p> <p><b>Evaluating:</b> Test and evaluate designed products with specified audience where possible • Evaluate product against clear criteria • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawing with labels</p> <p><b>Technical Knowledge:</b> Know which IT product would further enhance a specific product • Use electrical systems correctly and accurately to</p>	<p>Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen stimulus, to generate ideas and plan, consider, structure and placement and think about colour and texture before building their set.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p>
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	<p>purpose and appearance • Evaluate their product, carrying out appropriate tests. • Evaluate their product both during and at the end of the assignment. • Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p><b>Technical Knowledge:</b> Create a product that incorporates at least one lever.</p>	<p>they like, what they would like to try again, the creative journey and the skills learnt through peer discussion. Louise Fili, Grayson Perry, Paula Scher</p>	<p>what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads. <b>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</b></p>	<p>Evaluate appearance and function against original criteria • Begin to evaluate their product personally and seek evaluation from others.</p> <p><b>Technical Knowledge:</b> Use a gear system within the watermill produced.</p>	<p>enhance a given product</p>	<p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p><b>Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</b></p>
<b>Cycle C 2024/2025</b>	<p><b>Art- Drawing 2D Drawing to 3D Making</b></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work</p>	<p><b>DT - Mechanisms</b> (Applying previous knowledge of axles, sliders, wheels, pulleys, levers and gears): Create a an armed vehicle capable of moving</p>	<p><b>Art – Print, Colour, collage – Activism</b> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p>	<p><b>DT – Food Technology</b></p> <p>Create an afternoon tea based on World War 2</p>	<p><b>DT - Structure and Textiles</b> (Stable and appropriate for setting): Create a camouflaged nomadic tent that would a suitable for a desert</p>	<p><b>Art – working in 3 dimensions – Brave Colour</b> Exploring how artists use light, form and colour to create immersive environments</p>



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	towards a sculptural outcome or graphic design outcome.	over different terrain which incorporates gears and a pulley system			incorporating a stable structure and a range of joining techniques – incorporate 3 different types of stitching. Running, back and over stitch.	
	<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating “flat yet sculptural” artwork.</p> <p>To use the paper as a collage material</p>	<p><b>Designing:</b> When researching, be competent in discriminating as to what would be and would not be helpful for their intended product.</p> <ul style="list-style-type: none"> <li>• Use market research of existing products to inform their design</li> <li>• Follow and refine original plans, justifying it in a convincing way</li> <li>• Draw detailed 3D designs using exploded diagrams or cross sectional</li> </ul>	<p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p>	<p>Explain how food ingredients should be stored and give reasons</p> <ul style="list-style-type: none"> <li>• Work within a budget to create a meal</li> <li>• Understand the difference between a savoury and sweet dish</li> <li>• Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source.</li> <li>• Know</li> </ul>	<p><b>Designing:</b> When researching, be competent in discriminating as to what would be and would not be helpful for their intended product.</p> <ul style="list-style-type: none"> <li>• Follow and refine original plans, justifying it in a convincing way</li> <li>• Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details</li> <li>• Show that culture</li> </ul>	<p>Pupils will make an elastic band sketchbook using white paper and cardboard.</p> <p>They will identify and explore colour within the sketchbooks.</p> <p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They</p>



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	<p>To use methods of construction to transform them into sculptures.</p> <p>Or</p> <p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p> <p>Pupils redesign existing food packaging items by building nets, whilst</p>	<p>drawing where appropriate to display finer details</p> <ul style="list-style-type: none"> <li>• Know how much products cost and make choices accordingly.</li> </ul> <p><b>Making:</b> Confidently select appropriate tools, materials, components and techniques and use them efficiently. • Explain why a specific tool is best for a specific action</p> <ul style="list-style-type: none"> <li>• Make modifications as they go along and explain their reasons. • Construct products using permanent joining techniques.</li> <li>• Use mechanical systems such as levers, pulleys and gears competently</li> </ul>	<p>Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to</p>	<p>different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>and society is considered in plans and design specification.</p> <p><b>Making:</b> Confidently select appropriate tools, materials, components and techniques and use them efficiently. • Explain why a specific tool is best for a specific action</p> <ul style="list-style-type: none"> <li>• Make modifications as they go along and explain their reasons. • Construct products using permanent joining techniques.</li> <li>• Use finishing techniques to strengthen and improve the appearance of their products using a range of</li> </ul>	<p>will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists’ work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</p> <p>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.</p> <p>Option 1: Mini Light Boxes. Pupils will create models</p>
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	<p>experimenting with drawing, composition and type.</p> <p>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p> <p><b>Lubaina Himid, Claire Harrup</b></p>	<p>to create movement in their products. • Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT.</p> <p><b>Evaluating:</b> Test and evaluate designed products with specified audience where possible • Evaluate product against clear criteria • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawing with labels</p> <p><b>Technical Knowledge:</b></p>	<p>try again through peer discussion.</p> <p><b>Luba Lukova, Faith Ringgold, Shepard Fairey</b></p>		<p>equipment. • Pin, sew and stitch materials together to create a product</p> <p><b>Evaluating:</b> Test and evaluate designed products with specified audience where possible • Evaluate product against clear criteria • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawing with labels.</p> <p><b>Technical Knowledge:</b> Use knowledge to improve a made product by strengthening, stiffening or reinforcing • Use a range of sewing</p>	<p>of sculptural installations exploring light, colour and form.</p> <p>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.</p> <p>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive</p>
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		Know which IT product would further enhance a specific product • Use knowledge to improve a made product by strengthening, stiffening or reinforcing • Know when a product they have made is improved by either the use of pulleys, levers or gears.			techniques to improve the product made	experience for others.  <b>Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</b>
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