



Chandlers Field Primary School
ART and DESIGN curriculum
WHOLE SCHOOL OVERVIEW 2019-2020

Year Group overarching objectives	Ideas	Techniques	Critique	Knowledge of others
Year 6	<i>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</i>	<i>Refine the use of learnt techniques.</i>	<i>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</i>	<i>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists</i>

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Yr6 Art	<p>Patterns Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Artist who makes intricate patterns: William Morris</p>	<p>Clay Produce intricate patterns and textures in a malleable media. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>	<p>Life/Field drawing Begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective in their work using a single focal point and horizon.</p> <p>ARTIST: Leonardo Da Vinci</p>	<p>Paint Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>ARTIST: WILLIAM TURNER Oil:/ Watercolour:</p>		
Year 6 Design Technology		<p>Research famous designer inventor (DT statements) Use research they have done into famous designers and inventors to inform the design of their own products.</p> <p>Designer: CLIVE SINCLAIR</p>	<p>Product Design Follow a design brief to achieve an effect for a particular function.</p> <p>Generate, develop, model and communicate they ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Apply his knowledge of materials and techniques</p>		<p>Plan series of healthy meals Develop Research, plan and prepare and cook a savoury dish, applying they knowledge of ingredients and they technical skills Use information on food labels to inform choices. Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p>	<p>Grand finale Develop Use technical knowledge and accurate skills to problem solve during the making process. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately. Apply they knowledge of computing to program, monitor and control their products.</p>

			<p>to refine and rework they product to improve its functional properties and aesthetic qualities.</p> <p>Use technical knowledge of famous designs to further explain the effectiveness of existing products and products they have made.</p> <p>Product designer: TREVOR BAYLIS</p>			<p>Designer/Architect: THOMAS TELFORD</p>
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Yr 5	Develop different ideas which can be used and explain his/her choices for the materials and techniques used.	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.	Evaluate his/her work against their intended outcome.	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.

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Yr5 Art	<p>Dry media: Still life/imagined tone and shading Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>ARTIST: Giorgio Morandi</p>	<p>Paint Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>ARTIST: Renoir</p>		<p>Clay Develop skills in using clay including slabs, coils and slips.</p>	Return to work over longer periods of time and use a wider range of materials.	<p>High quality collage Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures. Artist: Monet</p>
Year 5 Design Technology			<p>More complex 3D structures Build more complex 3D structures and apply they knowledge of strengthening techniques to make them stronger or more stable. To create prototypes to show they ideas. Produce step-by-step plans to guide they making, demonstrating that they can apply their knowledge of different materials, tools and techniques. Make careful and precise measurements so that joins, holes and openings</p>	<p>Understanding food Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat Select appropriate ingredients and use a wide range of techniques to combine them.</p>	<p>Uses of mechanical and electrical systems Understand how to use more complex mechanical and electrical systems. Designer/Architect: James Dyson</p>	<p>Grand finale Develop Use technical knowledge and accurate skills to problem solve during the making process. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately. Apply they knowledge of computing to program, monitor and control their products. Designer/Architect: Christopher Wren</p>

			<p>are in exactly the right place. Make detailed evaluations about existing products and they own considering the views of others to improve their work.</p>			
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Yr 4	<i>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</i>	<i>Use taught technical skills to adapt and improve his/her work.</i>	<i>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</i>	<i>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</i>

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Year 4 Art	<p>Still life Draws familiar objects with correct proportions.</p> <p>Artist: Paul Cezaane</p>	<p>Paint techniques Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p>Product design Use knowledge of existing products to design a functional and appealing product for a particular propose and audience. Apply techniques they have learnt to strengthen structures and explore their own ideas. Use techniques which require more accuracy to cut shapes, join and finish their work e.g. cutting internal shapes, slots in frameworks. Use their knowledge of techniques and the function and aesthetic qualities of a wide range of materials to plan how they use them. Consider how existing products and they own finished products might be improved and how well they meet the needs of the intended user.</p>	<p>Fabric design Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik.</p>	<p>Plan a sculpture Based on an artist/designer's work, through drawing and other preparatory work</p> <p>Artist : Henri Matisse</p>	
Year 4 Design Technology		<p>More complex 3D structures Build more complex 3D structures and apply they knowledge of strengthening techniques</p>			<p>Seasonal foods Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the</p>	<p>Electrical systems Create designs using exploded diagrams. Understand and use electrical systems in products</p>

		<p>to make them stronger or more stable.</p> <p>To create prototypes to show they ideas.</p> <p>Produce step-by-step plans to guide they making, demonstrating that they can apply their knowledge of different materials, tools and techniques.</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</p> <p>Make detailed evaluations about existing products and they own considering the views of others to improve their work.</p>			<p>body needs to be healthy and active.</p> <p>Understand seasonality and advantages of eating seasonal and locally produced food.</p> <p>Read and follow recipes which involve several processes, skills and techniques.</p>	
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Year 3	<i>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</i>	<i>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</i>	<i>Explain what he/she likes or dislikes about their work</i>	<i>Know about some of the great artists, architects and designers in history and describe their work</i>

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Year 3 Art	<p>Paint Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. ARTIST: Van Gogh</p>	<p>Dry media: Still life and shading Explore shading, using different media. Compare and recreate form of natural and manmade objects. ARTIST: Anderson Debernadi</p>	<p>Collage Create a collage using overlapping and layering. Artist: Robin Brooks</p>	<p>Printing Create printing blocks using relief or impressed techniques. Art genre: 'Pop Art'</p>		<p>Fabric stitching Add detail to work using different types of stitch, including cross-stitch.</p>
Year 3 Design Technology	<p>Exploring and investigating movement- Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. Use knowledge of existing products to design their own functional product.</p>		<p>Sculpture Strengthening frames using diagonal struts. Create design using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Strengthen frames using diagonal struts Investigate and analysis existing product and those they have made, considering a wide range of factors. Earthquake Engineering</p>	<p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>Food: Talk about different food goods and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a variety of ingredients and techniques to prepare and combine ingredients safely.</p>	

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Year 2	<i>Try out different activities and make sensible choices about what to do next.</i>	<i>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</i>	<i>Give reasons for his/her preferences when looking at art/craft or design work.</i>	<i>Know that different artistic works are made by craftspeople from different cultures and times.</i>

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 2 Art	Paint (and tools) Represent things observed, remembered or imagined using colour/tools. ARTIST –Henri Rousseau		Dry media: Tone, light and dark. Experiment with tones using pencils, chalk or charcoal.	Textured collage Make textured collages from a variety of media and by folding, crumpling and tearing materials	Printing (Fabric) Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.	Fabric stitching and decoration Develop techniques to join fabrics and apply decorations such as a running or over stitch
Year 2 Design Technology		levers and sliders wheels and axles Experiment with basic tools on rigid and flexible materials. Create simple design for a product. Use picture or words to decide what they want to do. Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). Ask simple questions about existing products and those that they have made Build structures, exploring how they can be stronger,			Understand need for variety of food. Understand food farmed, grown or caught. Wider range cookery techniques. Talk about what they eat at home and begin to discuss what healthy foods are. Say where some food comes from and give examples of food that is grown Use simple tools with help to prepare food safely.	

		<p>stiffer, and more stable.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range.</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Evaluate and assess existing products and those that they have made using a design criteria.</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p> <p>Explore and use mechanisms e.g. levers, slider, wheels and axles in they products.</p>				
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Year Group overarching objectives	Ideas	Techniques	Critique	Knowledge of others
Year 1	<i>Use artwork to record ideas, observations and experiences</i>	<i>Experiment with different materials to design and make products.</i>	<i>Explain what he/she likes about the work of others.</i>	<i>Know the names of tools, techniques and elements that they uses.</i>

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1 Art	Mark making using tools Explore mark-making using a variety of tools.	Structures Make structures by joining simple objects together.	Sort cut shape join fabrics Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. Sort, cut and shape fabrics and experiment with ways of joining them.	Use dry media to represent lines Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.		Print repeated patterns Make marks in print using found objects and basic tools and use these to create repeating patterns. ARTIST : Antoni Gaudi
Year 1 Design Technology		Wheels and axles Create simple design for a product. Use picture or words to decide what they want to do. Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). Ask simple questions about existing products and those that they have made Build structures, exploring how they can be stronger, stiffer, and more stable.			Healthy food, Food sources Make simple foods. Talk about what they eat at home and begin to discuss what healthy foods are. Say where some food comes from and give examples of food that is grown Use simple tools with help to prepare food safely.	

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception Art	Explores colour and how colours can be changed	Begin to be interested in and describe textures of things.	Manipulates materials Constructs with a purpose in mind Explores what happens when they mix colours	Uses simple tools and techniques competently and appropriately	Uses simple tools and techniques competently and appropriately	ELG - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Represent their own ideas Selects appropriate resources and adapts work where necessary
Reception Design Technology	Joins construction pieces together to build and balance, making enclosures and making spaces	Understands that different media can be combined to create new effect.	Constructs with a purpose in mind using a variety of resources.	Selects tools and techniques to shape, assemble and join materials.	Manipulates materials to achieve a planned effect	ELG - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery Art	Experiments with blocks, colours and marks.	Experiments with blocks, colours and marks.	Uses lines to enclose a space then begin to use these shapes to represent objects	Explore colour and how colours can be changed.	Uses available resources to create props to support role play. Artist Matisse	Explores colour and how colours can be changed
Nursery Design Technology	Begin to use representations to communicate.		Uses various construction materials	Realises tools can be used for a purpose.	Realises tools can be used for a purpose.	Joins construction pieces together to build and balance, making enclosures and making spaces