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Art and Design Technology

Our Whole-School Curriculum Intent

Our curriculum will:

* Build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
* Provide knowledge in all subjects that builds sequentially through their time at St. Mary’s
* Reflect the need and be specific to our local area and community
* Develop transferrable skills through their growing knowledge of the curriculum
* Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
* Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
* Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
* Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In Art and Design Technology, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary’s.

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| Class | Aut 1 | Aut 2 | Spr 1 | | Spr 2 | | Sum 1 | | Sum 2 | |
| Year 1 | Art | | D&T  MECHANISMS | Art | D&T  STRUCTURES | Art | D&T  TEXTILES | Art | D&T  FOOD | Art |
| Andy Warhol/Henri Matisse  Artist Study | | Moving Storybook Sliders | Formal elements of Art (shape, line and colour) | Windmills | Artist: Louis Wain  Key Skills in Art | Puppets | Landscapes using different media | Fruit & Veg Smoothie | Sculptures and Collages |
| Year 2 | Art | | D&T  MECHANISMS | Art | D&T  STRUCTURES | Art | D&T  TEXTILES | Art | D&T  FOOD | Art |
| Lowry Artist Study | | Moving Monsters  Ferris Wheels | Formal elements of Art | Baby Bear’s Chair | Artist: Clarice Cliff  Art & Design Skills | Pouches | Human Form  Collage, portraits and picture | A balanced diet | Sculpture and Mixed Media |
| Year 3 | Art | | D&T  MECHANISMS | Art | D&T  STRUCTURES | Art | D&T  TEXTILES | Art | D&T  ELECTRICAL SYSTEMS | Art |
| Michelle Reader/ Kandinsky  Artist Study | | Pneumatic Toys | Prehistoric Art | Castles | Art & Design skills  Artist: Carl Giles | Cushions | Formal elements  Shape – wire sculptures | Static Electricity | Craft/Collage |
| Year 4 | Art | | D&T  MECHANISMS | Art | D&T  STRUCTURES | Art | D&T  TEXTILES | Art | D&T  ELECTRICAL SYSTEMS | Art |
| Gunta Stolzl Artist Study | | Slingshot Cars | Formal elements  Texture/Pattern | Pavillions | Art & Design Skills  Optical illusions | Fastenings | Every Picture Tells a Story  Analysing Artists’ works. | Torches | Sculpture  Recycled materials |
| Year 5 | Art | | D&T  MECHANISMS | Art | D&T  STRUCTURES | Art | D&T  TEXTILES | Art | D&T  ELECTRICAL SYSTEMS | Art |
| Brendan Jamison Artist Study | | Pop Up Books | Formal elements  House drawing/  Architecture | Bridges | Art & Design skills  Packaging | Stuffed Toys | Every  Picture tells a story  Messages behind Art | Electric Greetings Cards | Sculpture  Design for a purpose |
| Year 6 | Art | | D&T  MECHANISMS | Art | D&T  STRUCTURES | Art | D&T  TEXTILES | Art | D&T  ELECTRICAL SYSTEMS | Art |
| Roy Lichtenstein Artist Study | | Automata Toys | Art & Design Skills | Playgrounds | Gothic Sketch Study  Make my Voice Heard | Waistcoats | Photography | Steady Hand Games | Still life |

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| DT Key Stage 1 Statutory Requirements  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].  When designing and making, pupils should be taught to: | | | |
| Design   * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | Make   * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | Evaluate   * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria | Technical Knowledge   * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| Cooking and Nutrition   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from | | | |

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| DT Key Stage 2 Statutory Requirements  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].  When designing and making, pupils should be taught to: | | | |
| Design   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | Evaluate   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world | Technical Knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products |
| Cooking and Nutrition   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | |

DT Milestones:

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| A Year 1 Designer | A Year 2 Designer | A Year 3 Designer |
| * I use my own ideas to make something * I describe how something works * I cut food safely * I make a product which moves * I make my model stronger * I explain to someone else how I want to make my product * I choose appropriate resources and tools * I make a simple plan before making | * I think of an idea and plan what to do next * I choose tools and materials and explain why I have chosen them * I join materials and components in different ways * I explain what went well with my work * I explain why I have chosen specific textiles * I measure materials to use in a model or structure * I describe the ingredients I am using | * I prove that my design meets some set criteria * I follow a step-by-step plan, choosing the right equipment and materials * I design a product and make sure that it looks attractive * I choose a material for both its suitability and its appearance * I select the most appropriate tools and techniques for a given task * I make a product which uses both electrical and mechanical components * I work accurately to measure, make cuts and make holes * I describe how food ingredients come together |
| A Year 4 Designer | A Year 5 Designer | A Year 6 Designer |
| * I use ideas from other people when I am designing * I produce a plan and explain it * I evaluate and suggest improvements for my designs * I evaluate products for both their purpose and appearance * I explain how I have improved my original design * I present a product in an interesting way * I measure accurately * I persevere and adapt my work when my original ideas do not work * I know how to be both hygienic and safe when using food | * I come up with a range of ideas after collecting information from different sources * I produce a detailed, step-by-step plan * I suggest alternative plans; outlining the positive features and drawbacks * I explain how a product will appeal to a specific audience * I evaluate appearance and function against original criteria * I use a range of tools and equipment competently * I make a prototype before I make a final version * I show that I can be both hygienic and safe in the kitchen | * I use market research to inform my plans and ideas * I follow and refine my plans * I justify my plans in a convincing way * I show that I consider culture and society in my plans and designs * I show that I can test and evaluate my products * I explain how products should be stored and give reasons * I work within a budget * I evaluate my product against clear criteria |

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| Art Key Stage 1 Statutory Requirements |
| Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |

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| Art Key Stage 2 Statutory Requirements |
| Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history |

Art Milestones

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| **A Year 1 Artist:** | **A Year 2 Artist:** |
| * I know how to cut, roll and coil materials * I know how to use IT to create a picture * I know how to show how people feel in paintings and drawings. * I know how to use pencils to create lines of different thickness in drawings. * I know how to create moods in art work * I know the names of the primary and secondary colours. * I know how to create a repeating pattern in print * I describe what can be seen and give an opinion about the work of an artist * I ask questions about a piece of art | * I know how to create a printed piece of art by pressing, rolling, rubbing and stamping * I know how to make a clay pot and know how to join two clay finger pots together * I know how to use different effects within an IT paint package * I choose and use three different grades of pencil when drawing * I know how to use charcoal, pencil and pastel to create art * I know how to use a viewfinder to focus on a specific part of an artefact before drawing it * I know how to mix paint to create all the secondary colours * I know how to create brown with paint * I know how to create tints with paint by adding white and know how to create tones with paint by adding black * I suggest how artists have used colour, pattern and shape * I know how to create a piece of art in response to the work of another artist |
| A Year 3 Artist: | A Year 4 Artist: |
| * I know how to use sketches to produce a final piece of art * I know how to use digital images and combine with other media * I know how to use IT to create art which includes my own work and that of others * I know how to show facial expressions in art. * I know how to use different grades of pencil to shade and to show different tones and textures * I know how to create a background using a wash * I know how to use a range of brushes to create different effects in painting * I know how to identify the techniques used by different artists * I know how to compare the work of different artists * I recognise when art is from different cultures * I recognise when art is from different historical periods | * I know how to integrate digital images into artwork. * I use sketchbooks to help create facial expressions * I use sketchbooks to experiment with different texture * I use photographs to help create reflections * I know how to show facial expressions and body language in sketches and paintings * I know how to use marks and lines to show texture in art. * I know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections * I know how to print onto different materials using at least four colours. * I know how to sculpt clay and other mouldable materials. * I experiment with the styles used by other artists. * I explain some of the features of art from historical periods. * I know how different artists developed their specific techniques |
| A Year 5 Artist | A Year 6 Artist |
| * I experiment by using marks and lines to produce texture * I experiment with shading to create mood and feeling * I experiment with media to create emotion in art * I know how to use images created, scanned and found; altering them where necessary to create art * I know how to use shading to create mood and feeling * I know how to organise line, tone, shape and colour to represent figures and forms in movement. * I know how to express emotion in art * I know how to create an accurate print design following given criteria. * I research the work of an artist and use their work to replicate a style | * I explain why different tools have been used to create art * I explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art * I know how to use a range of e-resources to create art * know how to overprint to create different patterns * I know which media to use to create maximum impact * I use a full range of pencils, charcoal or pastels when creating a piece of observational art * I explain the style of art used and how it has been influenced by a famous artist * I understand what a specific artist is trying to achieve in any given situation * I understand why art can be very abstract and what message the artist is trying to convey |