

Art/DT Whole School Plan 2017

| | Giraffes | Zebras | Elephants | Monkeys | Crocodiles | Rhinos | Lions |
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| Autumn 1 | Children have access to a creative workshop throughout the year for them to explore different ideas and processes. For example drawing, painting, sculpture, 3D model making and woodwork etc. The children are supported in learning how to use the tools and materials available. | Print making - Direct painting - Relief block Mechanisms | Drawing - Mark making - Music as a stimulus - ICT as a tool - -observe and record objects | Textiles and 3D - Clay necklaces - Using materials to design an outfit for UG (Stone Age) | Drawing skills - Observations - Nature pictures - Linear art | Drawing (topic link) - Hundertwasser - Creating a scene for Jamestown using Hundertwasser techniques | DT Moving toys |
| Autumn 2 | Permanent workshop materials include: - Powder paint - Charcoal | Sculpture/3D -Andy Goldsworthy - Richard Long Natural objects | Collage - Henri Matisse - *The snail* and *Blue woman* | Collage - Paul Klee - Briefly revisit Matisse from Year 2 | DT/Cooking - Roman bread | Christmas - Tree decoration design and creation - Christmas cards - The Iron Woman charcoal drawings | Printing William Morris |
| Spring 1 | - Pencil - Pen - Pastels - Chalk - Water colour - Clay - Transient natural - Paper/card - Recycled objects - Glue - Wood | Drawing - Different mark makers. - Careful observation | Painting - Kandinsky - Line, colour, space and shape - Story as a starting point for imaginative work. | Drawing - Pencil work (different pencil types) - Still life sketching | 3D modelling - Shoes (as part of topic) | Collage (topic link) - To investigate and combine visual and tactile qualities of materials and processes to make collages of the effects of natural disasters | Cooking Indian Curry |
| Spring 2 | - Collage materials - Glue - Staples - Elastic bands - Treasury tags - Split pins - Tape | Painting - Jasper Johns - Thick/thin paint | 3D - Aboriginal work - Clay - Food tech (fruit salad) | Drawing and cooking - Van Gogh - Cooking Egyptian food as part of topic. | Collage - Andy Warhol | Painting - Fauvist paintings using a sketchbook to develop ideas in response to Fauvist imagery. | Collage Rangoli patterns |

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| <p>Summer 1</p> | <ul style="list-style-type: none"> - Nails - String <p>Provocations and enhancements are introduced across the year based on children's interests and fascinations.</p> <p>Artists used for inspiration and discussion may include:</p> | <p>Collage</p> <ul style="list-style-type: none"> - Patrick Heron - Revisit Andy Goldsworthy | <p>Textiles</p> <ul style="list-style-type: none"> - Dip dye materials - Indian relief print blocks - Card wrapping | <p>Painting</p> <ul style="list-style-type: none"> - Colour mixing - Peter Lanyon | <p>Textiles</p> <ul style="list-style-type: none"> - printing | <p>Food (topic link)</p> <ul style="list-style-type: none"> - Mexican feast - Know how to use utensils and equipment including heat sources to prepare and cook food. | <p>3D Medal design</p> |
| <p>Summer 2</p> | <p>may include:</p> <ul style="list-style-type: none"> - Piet Mondrian - Wassily Kandinsky - Henri Matisse - Pablo Picasso - Vincent Van Gough - Giuseppe Archimboldo - J M W Turner - Andy Goldsworthy - Richard Long | <p>Textiles</p> <ul style="list-style-type: none"> - Weaving - Materials, wrapping, knotting | <p>Printing</p> <ul style="list-style-type: none"> - Stencils - Layering/overlapping | <p>Artists</p> <ul style="list-style-type: none"> - Follow children's interest and learn about different artists, architects and designers in history. | <p>Artists, architects and designers.</p> <p>Michelangelo, Rembrandt, Coco Chanel and Salvador Dali.</p> | <p>DT (topic link)</p> <ul style="list-style-type: none"> - Aztec mask making | <p>Drawing Propaganda posters</p> |

Key stage 1

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

Key stage 2

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

Aims

The national curriculum for art and design aims to ensure that all pupils:

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- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms