Art and Design combined with Design and Technology 2023 - 2024

Cycle A

Autumn 1 and 2 to be replaced in new cycles.

	EYFS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Spring 1 (ART) Unit title	Painting and mixed media: Paint My World	Sculpture and 3-D: Paper Play	Drawing: Growing Artists	Drawing: I need Space(Y5)	Painting and Mixed Media: Portraits
Key vocabulary	Week 1: Silky; smooth; slippery; slimy; Wet; glossy; glistening; shiny; sticky; squelchy; glide; wipe; dot; dab; red; green; yellow; blue Week 2: as above AND: feathers: grass; flower buds; leaves; twigs; pine cones Week 3: Happy; sad; excited; worried; sleepy; tempo; fast; slow; dynamic; loud; quiet Week 4: transient art; collage; fixed; not fixed; permanent; temporary Week 5: Collage; landscape; Megan Coyle; rip; tear; cut; stick Week 6: Flick; splat; dot; dab; stroke; swish; splatter; glide; wipe	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag	Abstract; arrangement; blend; botanical; botanist; composition; cut; dark; even; expressive; form; frame; frottage; geometric; gestural; grip; light; line; magnified; organic; object; pressure; rubbing; scale; scientific; shading; shape	cold war; collagraph; collagraphy; composition; culture; decision; develop; evaluate; futuristic; imagery; printing plate; printmaking; process; propaganda; purpose; repetition; Retrofuturism; revisit; space race; stimulus; technique	art medium; atmosphere; background; carbon paper; collage; composition; continuous line drawing; evaluate; justify; mixed media; monoprint; multi media; paint wash; portrait; printmaking; represent; research; self-portrait; texture; transfer
LI's	Week 1: To explore paint through finger painting.	Week 1: To roll paper to make 3D structures.	Week 1: To recognise how artists use shape in drawing.	Week 1: To explore the purpose and effect of imagery.	Week 1: To explore how a drawing can be developed.

	To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative. Week 2: To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To talk about their work and decide whether it is abstract or figurative. Week 3: To respond to music through the medium of paint. To use paint to express ideas and feelings. Week 4: To make child-led collages using mixed media. To use loose parts to create a piece of transient art. Week 5: To create landscape collages inspired by the work of Megan Coyle. Week 6: To create a large piece of group artwork based around fireworks. To experiment with colour, design and painting techniques.	Week 2: To shape paper to make a 3D drawing. Week 3: To apply paper-shaping skills to make an imaginative sculpture. Week 4: To work collaboratively to plan and create a sculpture. Week 5: To apply painting skills when working in 3D.	Week 2: To understand how to create tone in drawing by shading. Week 3: To understand how texture can be created and used to make art. Week 4: To apply observational drawing skills to create detailed studies. Week 5: To explore composition and scale to create abstract drawings.	Week 2: To understand and explore decision making in creative processes. Week 3: To develop drawn ideas through printmaking. Week 4: To test and develop ideas using sketchbooks. Week 5: To apply an understanding of drawing processes to revisit and improve ideas.	Week 2: To combine materials for effect. Week 3: To identify the features of self-portraits. Week 4: To develop ideas towards an outcome by experimenting with materials and techniques. Week 5: To apply knowledge and skills to create a mixed media self-portrait.
Key skills	Explore paint, using hands as a tool. ● Describe colours and textures as they paint.	● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures.	● Use shapes identified within in objects as a method to draw. ● Create tone by shading.	● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways	● Develop a drawing into a painting. ● Create a drawing using text as lines and tone.

	● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage.	● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls	● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively	with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge.	● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas.
ASSESSMENT TASK	Keep evidence of some finished pieces of art (photos) Add some pieces to Art Gallery display	KAPOW post teaching assessment task and Keep evidence of some finished pieces of art (photos) Add some pieces to Art Gallery display	KAPOW post teaching assessment task and Keep evidence of some finished pieces of art (photos) Add some pieces to Art Gallery display	KAPOW post teaching assessment task and Keep evidence of some finished pieces of art (photos) Add some pieces to Art Gallery display	KAPOW post teaching assessment task and Keep evidence of some finished pieces of art (photos) Add some pieces to Art Gallery display

	EYFS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Spring 2 DESIGN and TECHNOLOGY Unit title	Textiles: Bookmarks	Textiles: puppets	Mechanical Systems: Making a slingshot Car	Digital World: Mindful Moments Timer (new unit not archived one) Y4	Structure: Playgrounds
Key vocabulary	Week 1: Thread; weave; pinch; push; pull; through; under; over; up; down; pattern Week 3: Push; pull; through; back; front; sew; sewing needle; wool; thread; hessian Week 4: Bookmark; embroider; sew; Victorian; design Week 5: (as week 4) AND: Push; pull; through; front; back; sew; sewing needle; wool; thread; hessian Week 6: Bookmark; embroider; sew; Victorian; design; reflect; evaluate; think	decorate design fabric glue model hand puppet safety pin staple stencil template	chassis energy kinetic mechanism air resistance design structure graphics research model template	Advantage; annotate; assemble; aesthetic; block; brand; brand identity; bug; computer-aided design (CAD); clipart; coding; criteria; debug; design; develop; disadvantage; display; ergonomic; evaluate; exhibition; feedback; form; function; join; logo; loop; mindfulness	apparatus design criteria equipment playground landscape features cladding
LI's	Week 1: To develop threading and weaving skills. Week 2: To practise and apply weaving skills to a specific material e.g. paper. Week 3:	Week 1: To join fabrics together using different methods. Week 2: To use a template to create my design. Week 3: To join two fabrics together accurately.	Week 1: To build a car chassis. Week 2: To design a shape that reduces air resistance. Week 3: To make a model based on a chosen design.	Week 1: To evaluate existing products. Week 2: To develop design criteria. Week 3: To program and control a product.	Week 1: To design a playground with a variety of structures. Week 2: To build a range of structures. Week 3: To improve and add detail to structures.

	To practise and apply threading skills with specific materials e.g. hessian and wool. Week 4: To use threading or sewing to design a product (bookmark). Week 5: To create a textiles product (bookmark) following their own design. Week 6: To reflect with children on how they have achieved their aims.	Week 4: To embellish my design using joining methods. Week 5: (There are only 4 weeks for this unit but it would be great if the children could evaluate their work, stating their likes / dislikes and suggestions for ways to improve it in their 5th week)	Week 4: To assemble and test my completed product. Week 5: (This is only a 4-week unit of work – but it would be good if the children could evaluate their finished products thoroughly based on the criteria below: Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.)	Week 4: To develop and communicate ideas. Week 5: To develop ideas through computer-aided design. Week 6: To consider feedback and evaluate.	Week 4: To create a surrounding landscape. Week 5: (This is only a 4-week unit of work. Use week 5 to evaluate and adapt the structures)
Key skills	DESIGN: • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. MAKE: • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. EVALUATE: • Reflecting on a finished product and comparing to their design.	DESIGN: • Using a template to create a design for a puppet. MAKE: • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction. EVALUATE: • Reflecting on a finished product, explaining likes and dislikes.	DESIGN: • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design. MAKE: • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design. EVALUATE: • Evaluating the speed of a final product based on: the effect of shape on	DESIGN: • Writing design criteria for a programmed timer (Micro:bit). • Exploring different mindfulness strategies. • Applying the results of my research to further inform my design criteria. • Developing a prototype case for my mindful moment timer. • Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo. • Following a list of design requirements. MAKE:	DESIGN: • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. MAKE: • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. EVALUATE: • Improving a design plan based on peer evaluation.

			speed and the accuracy of workmanship on performance.	• Developing a prototype case for my mindful moment timer. • Creating 3D structures using modelling materials. • Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press. EVALUATE: • Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages. • Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made. • Documenting and evaluating my project. • Understanding what a logo is and why they are important in the world of design and business. • Testing my program for bugs (errors in the code). • Finding and fixing the bugs (debug) in my code. • Using an exhibition to gather feedback. • Gathering feedback from the user to make suggested improvements to a product.	• Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
ASSESSMENT TASK	Keep evidence of finished products (photos)	KAPOW post teaching assessment task and Keep evidence of some	KAPOW post teaching assessment task and Keep evidence of some	KAPOW post teaching assessment task and Keep evidence of some	KAPOW post teaching assessment task and Keep evidence of some

		finished pieces (perhaps photos)	finished pieces (perhaps photos)	finished pieces (perhaps photos)	finished pieces (perhaps photos)

	EYFS / Y1	Y1 / Y2	Y3 / Y4	Y4 / Y5	Y5 / Y6
Summer 1 ART Unit title	Sculpture and 3-D: Creation Station	Painting and Mixed Media: Life in Colour	Craft and Design: Fabric of Nature	Sculpture and 3-D: Mega Materials (Y4)	Drawing: Making My Voice Heard

Key vocabulary	Week 1: Silky; smooth; slippery; slimy; wet; sticky; squelchy; push; pull; poke; twist; bend; stretch; roll; squash; pinch Week 2: (same words as week 1) AND: Cut; chop; slice Week 3: Leaves; twigs; petals; seed pods; bark; landscape; collage; 3D art Week 4: Sculpture; clay; 3D; design; create Week 5: Sculpture; clay; rolling; pinching; squashing; flattening; smoothing; joining Week 6: Model; sculpture; 3D; design; plan; reflect; evaluate	collage detail mixing overlap primary colour secondary colour surface texture	Batik; colour palette; craft; craftsperson; design; develop; designer; imagery; industry; inspiration; mood board; organic; pattern; repeat; repeating; rainforest; symmetrical; texture; theme	Abstract; carving; ceramics; figurative; form; found objects; hollow; join; mesh; model; organic shape; pliers; quarry; sculpture; secure; surface; template; texture; three-dimensional (3D); tone; two-dimensional (2D); typography; visualisation; weaving; welding	Aesthetic; audience; character traits; chiaroscuro; commissioned; composition; expressive; graffiti; guerilla; imagery; impact; interpretation; mark making; Maya; Mayan; mural; representative; street art; symbol; symbolic; technique; tonal; tone
LI's	Week 1: To explore clay and its properties. Week 2: To explore playdough and its properties. To use tools safely and with confidence. Week 3: To create natural 3D landscape pictures using found objects. Week 4:	Week 1: To develop knowledge of colour mixing. Week 2: To know how texture can be created with paint. Week 3: To use paint to explore texture and pattern. Week 4: To compose a collage, choosing and arranging materials for effect.	Week 1: To understand starting points in a design process. Week 2: To explore magnification and mark making to develop new imagery. Week 3: To explore using a textile technique to develop patterns. Week 4:	Week 1: To develop ideas for 3D work through drawing and visualisation in 2D. Week 2: To use more complex techniques to shape materials. Week 3: To explore how shapes can be formed and joined in wire. Week 4:	Week 1: To explore expressive drawing techniques. Week 2: To consider how symbolism in art can convey meaning. Week 3: To apply understanding of the drawing technique chiaroscuro. Week 4: To evaluate the context and intention of street art.

	To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture. Week 5: To begin making a 3D clay sculpture using the designs created last lesson. Week 6: To make a 3D clay sculpture using the designs created last lesson. To share their creation, explaining the processes they have used.	Week 5: To evaluate and improve artwork.	To learn how to create a repeating pattern. Week 5: To understand how art is made for different purposes.	To consider the effect of how sculpture is displayed. Week 5: To choose and join a variety of materials to make sculpture.	Week 5: To apply an understanding of impact and effect to create a powerful image.
Key skills	● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour.	● Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect.	● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes.	● Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. ● Use their arm to draw 3D objects on a large scale. ● Sculpt soap from a drawn design. ● Smooth the surface of soap using water when carving. ● Join wire to make shapes by twisting and looping pieces together. ● Create a neat line in wire by cutting and	● Gestural and expressive ways to make marks. ● Effects different materials make. ● The effects created when drawing into different surfaces ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects

		● Add painted detail to a collage to enhance/improve it.	● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece.	twisting the end onto the main piece. ● Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective	
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Summer 2 DESIGN and TECHNOLOGY Unit title	Structures: Boats	Mechanisms: Making a Moving Monster	Structures: Constructing a Castle	Electrical Systems: Doodlers (Y5)	Digital World: Navigating the World
Key vocabulary	Week 1: Waterproof; material; absorb; leak; wet; dry; prediction;	axle design criteria input	2D 3D castle	circuit component; configuration; current	Smart; smartphone; equipment; navigation; cardinal compass;

	variable; fair test; experiment; investigation Week 2: Prediction; variable; fair test; experiment; investigation; float; sink Week 3: Boat; cruise ship; fishing boat; kayak; ocean liner; pirate ship; ship; watercraft; waterproof Weeks 4 - 6: Sail; anchor; hull; mast; rudder; helm; poop deck; deck; crow's nest; boat; ship; watercraft; junk; reeds; waterproof; float; sink; types of boats and ships (as week 3)	linkage mechanical output pivot wheel	design key features net scoring shape stable stiff strong structure tab	develop; DIY; investigate; motor; motorised; problem solve; product analysis; series circuit; stable; target user	application (apps); pedometer; GPS tracker; design brief; design; criteria; client; function; program; duplicate; replica; loop; variable; value; if statement; Boolean; corrode; moudable; lightweight; sustainable design; environmentally friendly; biodegradable; recyclable; product; lifecycle; product lifespan
LI's	Week 1: To understand what waterproof means and to test whether materials are waterproof. Week 2: To test and make predictions for which materials float or sink. Week 3: To compare the uses of boats. Week 4: To investigate how the shape and structure of boats affects the way they move. Week 5: To design a boat.	Week 1: To look at objects and understand how they move. Week 2: To look at objects and understand how they move. Week 3: To explore different design options. Week 4: To make a moving monster. Week 5: (This is only a 4-week unit of work – but the children can evaluate their final pieces of	Week 1: To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. Week 2: To design a castle. Week 3: To construct 3D nets. Week 4: To construct and evaluate my final product. Week 5: (This is a 4-week unit of work – Use week 5 to	Week 1: To understand how motors are used in electrical products. Week 2: To investigate an existing product to determine the factors that affect the product's form and function. Week 3: To apply the findings from research to develop a unique product. Week 4:	Week 1: To write a design brief and criteria based on a client request. Week 2: To write a program to include multiple functions as part of a navigation device. Week 3: To develop a sustainable product concept. Week 4: To develop 3D CAD skills to produce a virtual model. Week 5:

	Week 6: To create a boat based upon their own design.	work, stating their likes / dislikes – and use peer feedback to adapt / modify their designs)	evaluate the final product thoroughly based on the aesthetics of the piece and identifying likes / dislikes and improvements that might be made.	To develop a DIY kit for another individual to assemble their product. Week 5: (This is a 4-week unit of work. Use week 5 to evaluate the effectiveness of the product and determine how effective the children's instructions are to build it)	To present a pitch to 'sell' the product to a specified client.
Key skills	DESIGN: • Designing a junk model boat. • Using knowledge from exploration to inform design. MAKE: • Making a boat that floats and is waterproof, considering material choices. EVALUATE: • Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves.	DESIGN: • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. MAKE: • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. EVALUATE: • Evaluating own designs against design criteria.	DESIGN: • Designing a castle with key features to appeal to a specific person / purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software. MAKE: • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials.	DESIGN: • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. MAKE: • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor.	DESIGN: • Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD MAKE: • Considering materials and their functional

		• Using peer feedback to modify a final design.	EVALUATE: • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	• Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product. EVALUATE: • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.	properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass EVALUATE: • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design

					criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
ASSESSMENT TASK	Keep evidence of finished products (photos)	KAPOW post teaching assessment task and Keep evidence of some finished pieces (perhaps photos)	KAPOW post teaching assessment task and Keep evidence of some finished pieces (perhaps photos)	KAPOW post teaching assessment task and Keep evidence of some finished pieces (perhaps photos)	KAPOW post teaching assessment task and Keep evidence of some finished pieces (perhaps photos)