

## Art and DT Long Term Overview

### Reception EYFS

Expressive arts and design	<p><b>Autumn 1</b> Various use of tools and media</p> <ul style="list-style-type: none"> <li>- Painting</li> <li>- Pastels</li> <li>- Chalk</li> <li>- Using glue</li> <li>- Colouring pencils</li> <li>- Crayons</li> <li>- Artist</li> </ul>	<p><b>Autumn 2</b> Firework pictures Making Diwali mehndi hands  Christmas play  Music - learn firework song and learning Christmas play songs Junk modeling Cooking</p>	<p><b>Spring 1</b>  Various use of tools and media relating to topic/current themes  Cooking  Responding to music through dance  Music - Learn about rhythm and pulse in songs</p>	<p><b>Spring 2</b> Various use of tools and media relating to topic/current themes  Mother's day cards Cooking Holi festival art Eid</p>	<p><b>Summer 1</b>  Various use of tools and media relating to topic/current themes  St George's day art Observational paintings/drawings of real life plants Designing Planting</p>	<p><b>Summer 2</b> Observational painting/drawing of minibeasts Sculpting minibeasts- salt dough/clay Father's Day Cards Cooking</p>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	<p><u>Aut 1 Art</u> Self portraits</p> <p><u>Aut 2 Art</u> Colour creations and inspirational artists Christmas decorations</p>	<p><u>Spr 1 Dt</u> Creating moving pictures Topic linked with: History unit 'Toys in the Past'</p> <p><u>Spr 2 DT:</u> Homes</p>	<p><u>Sum 1 Art</u> Animal art</p> <p><u>Sum 2 Dt</u> Fruit and veg</p>
<u>Year 2</u>	<p><u>Aut 1 Art</u> Topic linked with: History - the great fire of London. Sparks and Flames.</p> <p><u>Aut 2 Dt</u> Topic linked with: History - the great fire of London. Making fire engines - mechanisms (wheels).</p>	<p><u>Spr 1 Art</u> Topic linked with: Science - Plants</p> <p><u>Spr 2 Dt</u> Topic: Preparing fruit and vegetables - food safety, preparation and making fruit/vegetable kebabs</p>	<p><u>Sum 1 Art</u> Topic linked with: Geography - Intrepid Explorers</p> <p><u>Sum 2 Dt</u> Topic linked with: Science - Living things and habitats - making a hat for Barnaby Bear to wear in the rainforest (creating a stable structure)</p>
<u>Year 3</u>	<p><u>Aut 1 Art</u> Linked to Local area and the UK</p> <p><u>Aut 2 Dt</u> Mechanical systems - levers and linkages, making a mechanical poster Topic linked with: UK + local area</p>	<p><u>Spr 1 Art</u> Linked to Stone, Bronze + Iron age</p> <p><u>Spr 2 Dt</u> Clay sculpture design Topic linked with: Stone, Bronze and Iron Age</p>	<p><u>Sum 1 Art</u> Linked to Romans and North Europe</p> <p><u>Sum 2 Dt</u> Designing lunchboxes and making sandwiches. Topic linked with: Romans + Northern Europe</p>
<u>Year 4</u>	<p><u>Aut 1 Art:</u> Topic linked with: North America - pictures on skulls, designs</p> <p><u>Aut 2 Dt</u> Topic linked with: North America NYC skyline</p>	<p><u>Spr 1 Art</u> Topic linked with: Anglo Saxons</p> <p><u>Spr 2 Dt</u> Making Viking Longboats</p>	<p><u>Sum 1 Art</u> Topic linked with: Southern Europe and Ancient Greeks</p> <p><u>Sum 2 Dt</u> Food - making a Greek dinner</p>
<u>Year 5</u>	<p><u>Aut 1 Art</u> Linked to ancient Egyptians - making Egyptian masks using clay and papier Mache</p> <p><u>Aut 2 Dt</u> Christmas bread wreaths - cookery</p>	<p><u>Spr 1 Art</u> Linked to south America - clay, sketching, paint, making dream catchers</p> <p><u>Spr 2 Dt</u></p>	<p><u>Sum 1 Art</u> Linked to Victorians - sketching, painting, clay, making a decoupage plate</p> <p><u>Sum 2 Dt</u> Making fairground rides - mechanical systems</p>

		Linked to south America - making favelas - building structures	
<b><u>Year 6</u></b>	<b><u>Aut 1 Art</u></b> Topic linked with WW2 - sketching, facial proportion of famous WW2 leaders/soldiers; poster making, silhouettes...  <b><u>Aut 2 DT</u></b> Topic linked to electricity unit - electrical systems, buzzers, light etc	<b><u>Spr 1 Art</u></b> Linked to Africa and Antarctica - colour and visual images - Wallis Kandinsky art (Remote learning)  <b><u>Spr 2 DT</u></b> Making movable cars and trucks - using wheels, axels, battery powered, gears	<b><u>Sum 1 Art</u></b> Linked to history unit Benin - sketching, paintings, masks, clay for sculptures  <b><u>Sum 2 DT</u></b> Design and build a fair ground ride - using gears, pulleys, strong and stable structures, and using electrical circuits and programmable components

**Every year group has a cookery session each term with KiddyCook**

**Art National Curriculum skills and techniques being covered:**

**KS1:** 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.

**KS2:** ♣ 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.

**DT National Curriculum skills and techniques being covered:**

**KS1:** 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.

**KS2:** 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.