

## DEARHAM SCHOOL

### Long Term Whole School Art/ D&T Plan 2022/2023

YEAR	AUTUMN		SPRING		SUMMER	
	ART	D&T	ART	D&T	ART	D&T
Nursery	MH1g• Beginning to use three fingers (tripod grip) to hold writing tools MH1h• Imitates drawing simple shapes such as circles and lines.	MH2h• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. MH3f• Uses simple tools to effect changes to materials.	MM1d• Experiments with blocks, colours and marks.	MM2j• Uses various construction materials. MM2k• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.		
	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>
Reception	MM2g• Explores colour and how colours can be changed. MM3c• Explores what happens when they mix colours.	T2b• Shows an interest in technological toys with knobs or pulleys.	MM3d• Experiments to create different textures. MM3e• Understands that different media can be combined to create new effects.	T2c• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.		
	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>
Year 1 and Year 2 (Cycle A)	<u>Observational drawings of a London landmark</u> <ul style="list-style-type: none"> <li>To experiment with colour mixing to find out about primary and secondary colours.</li> <li>To investigate/ create different lines including vertical, horizontal and curved lines.</li> </ul>	<u>Making a fire engine</u> <ul style="list-style-type: none"> <li>To explore modern fire engines.</li> <li>To investigate wheels, axles and chassis.</li> <li>To be able to investigate ways of creating the body of a fire engine.</li> <li>To be able to design a fire engine.</li> </ul>		<u>Making a healthy wrap</u> <ul style="list-style-type: none"> <li>Name the main food groups and identify foods that belong to each group.</li> <li>Describe the taste, texture and smell of a given food.</li> <li>Think of 4 different wrap ideas considering flavour combinations.</li> </ul>		<u>Making an animal puppet</u> <ul style="list-style-type: none"> <li>Join fabrics together using sewing skills and glue.</li> <li>Design a puppet and use a template.</li> <li>Join the 2 puppets faces together as one.</li> </ul>

	<ul style="list-style-type: none"> <li>To Draw a London landmark using the techniques learnt.</li> <li>To apply an understanding of drawing materials and mark marking to draw from observations. (DRAWING)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to make a fire engine based on a design.</li> <li>To be able to evaluate a finished product.</li> </ul>		<ul style="list-style-type: none"> <li>Construct a wrap that meets the design brief and their plan.</li> </ul>		<ul style="list-style-type: none"> <li>Decorate a puppet to match their design.</li> </ul>
	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>
Year 3	<p>Linked to “Stone Age” Exploring prehistoric art Woolly mammoths linked to the Stone Age (SCULPTURE)</p>	<p>Split pin people to show joints linked to science (MECHANISMS)</p> <p>Healthy Sandwiches linked to science (FOOD TECHNOLOGY)</p>	<p><u>Drawing: Growing artists</u> See like an artist Shading Texture pictures Botanical drawing Abstract flowers (DRAWING)</p>	<p><b>Structures: Constructing a castle</b></p>	<p>Artist Studied: Van Gogh -Sunflowers -The life and times of Van Gogh (PAINTING)</p>	<p>Design and make a Roman shield (TEXTILES)</p>
	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>
Year 4	<p>Teaching key skills: -sketching -shading -proportion</p> <p>Still-life study Portraiture (human and animal – links to Science topic) (DRAWING)</p> <p>Pointilism – Seurat &amp; Van Gogh -to create sketch books to record their observations -use sketchbooks to review and revisit ideas</p>	<p>Automata Animals (links to science topic Animals, Including Humans) -I can research ideas about different animals to inform my design. -I can explain how simple cam mechanisms work. -I can research ideas about different animals to inform my design. -I can use research and develop design criteria to inform my design. -I can build a framework, accurately using a wider</p>	<p>Artist studied: David Hockney Season Artwork – landscape painting watercolour, acrylic / mixed media. (PAINTING)</p> <p>Recreating Skylines -Linked to Megacities topic -Focusing on sketching, shading, blending. -Perspectives, horizons and vanishing lines. (DRAWING)</p>	<p>Linked to “Vikings”: -Building Viking longboat models (STRUCTURES)</p> <p>Recycled Sculpture Michelle Reader – linked to English unit Treasure - To use a range of materials creatively to design and make products, in the context of using recycled materials to make a 3D sculpture.</p>	<p>Linked to “Beyond the Magic Kingdom”</p> <p>Artist Studied: Glen Keane -sketching -character design -animation (DRAWING)</p> <p>Creating animations using both hand animation (flip books) and digital animation (2animate Computing Links)) -I understand some of the evolution of animation.</p>	<p>Linked to “Beyond the Magic Kingdom– Florida” - building working theme park ride -Designing, building, and trouble-shooting a variety of circuits, to create a working fairground ride. (ELECTRICITY / MECHANISMS)</p>

	<p>-to improve their mastery of art and design techniques, including painting with a range of materials -Learn about great artists in history (PAINTING)</p> <p>Collage – (Linked to ‘Princess and the Pea’ English book) (MATERIALS)</p>	<p>range of tools and equipment. -I can understand and use a mechanical system. <b>(MECHANICAL SYSTEMS)</b></p> <p>Make an Apple Crumble. Links to Science topic Living Things and their Habitats. -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <b>(FOOD TECHNOLOGY)</b></p>		<p>Design, research, make and evaluate a hanging mobile - linked to English unit Treasure. <b>(STRUCTURES)</b></p>	<p>-I can create an illustration. -I can create a simple stop motion film. (DIGITAL ART)</p>	
	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>
Year 5	Andy Warhol Pop Art - printing	Halloween biscuits (Food Technology)	-Artist studied: Henri Rousseau – collage	Pop-up books (Mechanisms)	Henry Moore Sketching, water colours, sculptures	Stuffed toys – textiles
	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>	<b>ART</b>	<b>D&amp;T</b>
Year 6	<p><b>Matisse</b> <b>Portraiture: Famous Elizabethans, Shakespeare, Queen Elizabeth.</b></p> <p><b>Halloween / Macbeth Charcoal drawing</b></p>	<p><b>Mechanical Systems – Automata Toys</b> Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. Follow health and safety rules, taking care with the equipment. Attempt a partial assembly of their toys using an</p>	<p><b>Work themed on ‘Wolves’:</b> -Sketching study / mixed media ‘Eyes’ - Charcoal / water colour work - Book illustration</p>	<p><b>Electrical Systems – Steady Hand Game</b> Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works). State what they like or dislike about an existing children’s toy and why. Learn about skills developed through play and apply this</p>	<p>Famous Artists -Learn about great artists from throughout history and up to the present day. Eg. - Banksy - Picasso - MC Escher Improve mastery of art techniques including drawing and painting with a range of materials</p>	<p>Victorian Samplers (Sewing / Cross-stitching) (Textiles)</p> <p><b>Bridge Project Structures</b> -Spaghetti and marshmallow challenge -Materials and research -Make a successful bridge for Fluffy</p>

exploded-diagram, following a teacher's demonstration.  
Develop a design idea with some descriptive notes.  
Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.  
Create neat, decorated follower toppers with some accuracy.  
Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.  
Decorate and finish the automata to meet the design criteria and brief.  
Evaluate their finished product, making descriptive and reflective points on function and form.

knowledge in a survey of one or more children's toys. Identify the components of a steady hand game.  
Design a steady hand game of their own according to their design criteria, using four different perspective drawings.  
Create a secure base for their game, with neat edges, that relates to their design.  
Make and test a functioning circuit and assemble it within a case.

(pencil, charcoal, paint etc.)  
William Morris - designer