



Nanaksar Primary School - Art and DT Overview

Reception ELGs	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	Marvellous Me	Traditional tales and Celebrations	Amazing Animals	Down at the bottom of the Garden	Ticket to Ride	Fantasy World
Overview	<p>Children will make artwork and construct models of familiar settings or people for example their homes and families. They will create self portraits.</p> <p>Children will experiment with art colours related to Autumn and use natural resources to make owls and other woodland animals. They will make hedgehogs from model magic and spaghetti.</p>	<p>They will use junk modelling and construction resources to make artwork based on different fairy tales. They will use collage materials to create effects and use colour purposefully. Children will experiment with the art technique 'pointillism'.</p> <p>For festivals, pupils will make diva's using sculpting and modelling techniques. They will make cards with a variety of colour and collage materials for effect.</p> <p>Pupils will have the chance to make Christmas decorations using a range of construction and art skills.</p>	<p>Children will use different textures and materials to make animal masks for the story 'Handa's surprise'. They will colour mixing to create images of animals. They will make animal masks, puppets for stories, and model magic. Children will be expected to create using their imaginations and self-selected resources. Children will be more confident using the 'fix-it box'.</p> <p>Children will experiment with colours related to the ocean and create effects for the story of 'The Rainbow Fish'. They will junk modelling to showcase ocean pollution. Children will explore a variety of artistic effects to express their ideas and feelings.</p>	<p>Children will learn about still life pictures, creating their own from plants, butterflies and chicks based on observations. Children will safely use and explore a variety of self-selected materials including flowers and caterpillars. They will use colour purposefully with a range of materials such as tissue paper, feathers and pipe cleaners.</p>	<p>Children will use a range of materials for creating a collage of the bear hunt. They will look at the concept of floating and sinking for the story of 'Mr Gumpy's Outing'. They will construct larger junk modelling to create role play scenarios.</p> <p>Children will share their creations explaining the process being used.</p>	<p>Children will experiment with textures and materials to create pirate ships, hats, eye patches and other resources for imaginative play.</p> <p>Children will design and create rockets thinking about form and function. They will make different modes of transport through junk modelling.</p> <p>Children will confidently use the resources available to design and construct based on their imaginative ideas.</p>
Skills	<ul style="list-style-type: none"> • begin to combine movement, materials, media and marks • begin to be interested in and describe texture of things • explore colour and differentiate between colours • choose particular colours to use for a purpose • differentiate marks and movements on paper • use their bodies to explore texture and shape • use their bodies to explore three-dimensional structures • talk about personal intentions, describing what they were trying to do • use a variety of artistic techniques (painting, drawing, collage, sculpting, moulding, shading, colour mixing) • create constructions, collages, paintings and drawings • works creatively on large and small scale 					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Year 1	Drawing: Make your Mark	Mechanisms: Making a moving story book	Painting and Mixed Media: Colour Splash	Mechanisms: Wheels and Axles	Craft and Design- Woven Wonders	Textiles: Puppets
Overview	Children will show control when using materials to draw lines. They will experiment with a range of mark making techniques responding to music. Children will learn to colour featuring a range of media and colours.	Children experiment with sliders before planning and making three pages of a moving story book, based on a familiar story. They will draw the page backgrounds, make the moving parts and assemble it.	Children will explore colour mixing by mixing primary colours to make secondary colours. They will learn how to achieve a print by applying print to materials.	Children will design a vehicle that includes functioning wheels, axles and axle holders. They will explain that wheels move because they are attached to an axle and recognise wheels are used in everyday life objects.	Children will draw and talk about a remembered experience of making something creative. They will learn to measure lengths of wool and join wool sections together. Children will also practise describing their own weaving and techniques.	Children learn to join fabrics using pins, staples and glue. They will design and decorate a puppet using a template to guide them. They will learn how to match their final outcome to their planned design.
Outcome	-To produce a drawing using a range of lines and mark making.	-To make three pages of a moving story book, based on a familiar story.	-To paint a plate inspired by Clarice Cliff and Jasper Johns.	-To make a moving vehicle with working wheels and axles.	-To create a weaving piece using coloured inspired by English story books.	-To design and make a puppet based on a familiar story character.
Skills	-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Make choices about which materials to use to create an effect. -Develop observational skills to look closely and reflect surface texture.	-Experiment with mechanisms. -To plan a moving story book using sliders. -Exploring different backgrounds and moving parts. -To make different elements of a story book including bridges and guides. -To test the final product against the design criteria.	-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Make choices about which materials to use to create an effect.	-Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move. -Creating clearly labelled drawings that illustrate movement. -Adapting mechanisms. -Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.	-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Make choices about which materials to use to create an effect. -Explore and analyse a wider variety of ways to join and fix materials in place.	-Using a template to create a design for a puppet. -Cutting fabric neatly with scissors. -Using joining methods to decorate a puppet. -Sequencing steps for construction. -Reflecting on a finished product, explaining likes and dislikes.
Vocabulary	<i>2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous cross-hatch, diagonal, dots, firmly form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</i>	<i>sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test</i>	<i>Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</i>	<i>axle, axle holder, chassis, diagram, dowel, equipment, mechanism, wheel</i>	<i>art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft</i>	<i>decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template</i>
Artist	Bridget Riley Zaria Forman Renata Bernal Wassily Kandinsky Ilya Bolotowsky	N/A	Clarice Cliff Jasper Johns	N/A	Judith Scott Cecilia Vicuña	N/A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Year 2	Formal elements of Art	Textiles: Pouches	Sculpture and 3D: Clay	Mechanisms: Making a moving monster	Human Form	Cooking and Nutrition : Balanced diet
Overview	Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings.	Children will develop their sewing techniques by first learning to sew a running stitch. They will create templates and join fabrics together to create a pouch.	Children will explore the way clay can be shaped and joined. They learn a range of essential skills for working with the medium. Children learn about the sculpture of Rachel Whitecreate and create their own clay house tile in response.	After learning the terms; pivot, lever and linkage, children set to designing a monster that will move using a linkage mechanism. After practising making linkages of different types and varying the materials they use, children can also bring their monsters to life with the gift of movement.	Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars'.
Outcome	To create an abstract piece using all the techniques.	To make a pouch to keep Augustus's smile safe.	To plan and create a clay house for Lila.	-To create a moving monster using linkages.	-To create a self-portrait using Julian Opie's style.	-To make a healthy wrap.
Skills	<ul style="list-style-type: none"> -To explore repeating patterns Taking rubbings. -To create a picture in the style of artist Max Ernst. -Exploring the technique of 'frottage'. -To add tone to a drawing. -To create 3D drawings using tone. 	<ul style="list-style-type: none"> -Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. -Prepare and cut fabric to make a pouch from a template. -Use a running stitch to join the two pieces of fabric together. -Decorate their pouch using the materials provided. 	<ul style="list-style-type: none"> -To use my hands as a tool to shape clay. -To shape a pinch pot and join clay shapes as decoration. -To use impressing and joining techniques to decorate a clay tile. -To use drawing to plan the features of a 3D model. -To make a 3D clay tile from a drawn design. 	<ul style="list-style-type: none"> -Creating a design criteria for a moving monster as a class. -Designing a moving monster for a specific audience in accordance with a design criteria. -Making linkages using cards for levers and split pins for pivots. -Experimenting with linkages adjusting the widths, lengths and thicknesses of the card used. -Cutting and assembling components neatly. -Evaluating one's own designs against design criteria. -Using peer feedback to modify a final design. 	<ul style="list-style-type: none"> -To use different mediums and patterns to create an image. -Create a collage using magazine images. -To create a self portrait in the style of an artist. -To create a figure. 	<ul style="list-style-type: none"> -To categorise different foods into food groups. -Design a wrap using balanced ingredients. -Draw and label a final design. -Prepare and evaluate your product.
Vocabulary	<i>Repeating pattern, frottage, rubbing, overprinting, primary colours, secondary colours</i>	<i>Decorate, fabric, fabric glue, knot, needle, needle teacher, running stitch, dew, template, thread</i>	<i>Clay slip, impress, pinch pot, thumb pot, relief, score, sculpture, surface</i>	<i>axle, design criteria,input,linkage, mechanical,output,pivot,wheel</i>	<i>Choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism.</i>	<i>Alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar.</i>
Artist	Wassily Kandinsky Max Ernst Ed Ruscha	N/A	Rachel Whiteread	N/A	Julian Opie, Damien Hirst, Edwina Bridgeman	N/A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Year 3	Prehistoric Art	Structures: Constructing a castle	Formal elements of Art	Food: Eating Seasonally	Art & Design Skills	Textiles: Cushions
Overview	Experimenting with charcoal, berries, leaves, homemade paints and more. Children grasp a sense of what it was like to create art thousands of years ago. They will explore why these pieces were created.	Pupils will develop their knowledge of 2D and 3D shapes to design and construct their own castle design. Children will create their castles according to a design criteria and evaluate their structure after constructing it.	Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark.	Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.	Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator.	Building on previous learning of the basics of sewing, children will be introduced to two new skills: cross stitch and appliqué. After learning these techniques, they apply their knowledge to the design, decoration and assembly of their own cushions.
Outcome	-To create a prehistoric style art piece using charcoal.	-To design and create a castle using a design criteria.	-To paint a landscape using geometric shapes and tonal shading.	-To make a seasonal tart.	-To draw, design and create a puppet.	-To design, decorate and assemble a cushion for Fantastic Mr Fox.
Skills	-To understand how prehistoric man made art, and to reflect this style in their work. -To scale up drawings and sketches in a different medium. -To experiment with the pigments in natural products to make different colours. -To select and apply a range of painting techniques. -To apply painting skills when creating collaborative artwork.	-Draw and label a simple castle that includes the most common features. -Recognise that a castle is made up of multiple 3D shapes. -Design a castle with key features which satisfy a given purpose. -Score or cut along lines on the net of a 2D shape. -Use glue to securely assemble geometric shapes. -Utilise skills to build a complex structure from simple geometric shapes. -Evaluate their work by answering simple questions.	-Identifying, drawing and labelling different shapes. -Identifying and sketching simple geometric shapes. -Manipulating wire to create a form. -Apply the four rules of shading -Shading smoothly from dark to light.	-Identify different climates where fruits and vegetables grow. -To understand where foods are imported from and to bake a fruit crumble. -To design a seasonal tart using a range of seasonal vegetables. -To make a seasonal tart.	-Drawing in the style of cartoon -How to create tints and shades. -Drawing from observation. -To make a puppet using different materials and socks. -To create shadow puppets.	-To learn how to sew, cross stitch and appliqué. -To design a product and its template. -To decorate fabric using appliqué and cross stitch. -To assemble your cushion.
Vocabulary	<i>Cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone</i>	<i>2D shapes, 3D shapes, castle, design criteria, evaluation, facade, feature, flag, net, recyclable, scoring, stable, stable, strong, structure, tab, weak</i>	<i>3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone</i>	<i>recipe, seasonal food, nutrients, exported, imported, dry climate, temperature climate, tropical</i>	<i>Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone</i>	<i>appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread, seam, texture, knot</i>
Artist	Dennis Creffield Käthe Kollwitz Frank Auerbach Henry Moore	N/A	Elyse Dodge Leonardo da Vinci	N/A	Carl Giles Diego Velázquez	N/A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Year 4	Formal elements of Art	Mechanical systems: Making a slingshot car	Sculpture	Food: Adapting a recipe	Art and Design Skills	Digital World: Mindful Moments Timer
Overview	Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing ‘flip’ patterns and recreating a famous geometric pattern.	Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis.	Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.	Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients.	Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a ‘curator’.	In this topic, children design, program, prototype and brand a Micro:bit mindful moments timer, to a specified amount of minutes. They carry out research and existing product analysis to determine how a programmable product may be used to aid a mindfulness moment.
Outcome	-To recreate the sacred geometric symbol, ‘the flower of life’.	-To construct a slingshot car using nets.	-To use recycled materials to make a collage inspired by an English book.	-To bake a tasty biscuit for a character.	-To create an optical illusion print inspired by Paul Cezanne.	-To create a design criteria for an electronic timer based on analysis of existing products.
Skills	-Experiment with marks and representing words and phrases in an abstract way. -To create a print. -Create repeating patterns -Explore reflection and symmetry. To create a geometric symbol.	-Work independently to produce an accurate, functioning car chassis. -Design a shape that is suitable for the project. -Attempt to reduce air resistance through the design of the shape. -Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. -Construct car bodies effectively. -Conduct a trial accurately and draw conclusions and improvements from the results.	-To create maracas out of recycled materials. -To create sculptures from recycled materials. -Explore and create a collage. -To create a final sculpture based on recycled materials.	-Sample and evaluate. -Testing ingredients. -To work within a budget and create a final design. -To create my final product and create packaging.	-To create an optical illusion piece of Art. -To explore tone and tints to create a willow pattern. -Apply understanding of tones and tints. -Carve a sculpture. -Create a still life drawing. -To learn about the role of a curator and learn about exhibitions.	-To apply understanding of computer programming to instruct and control a micro:bit to function as a timer. -To design, make and develop a prototype case for my mindful moment timer. -To design a logo for a mindfulness company using computer-aided design.
Vocabulary	<i>2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture</i>	<i>chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template</i>	<i>Composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, was resist</i>	<i>Adapt, budget, building hire, equipment, evaluation, flavour, ingredients, method, net, packaging, prototype, quantity, recipe, target audience, unit of measurement, utilities</i>	<i>Lenticular lens, optical illusion, score, sequential order, thematic</i>	<i>Criteria, design, ergonomic, timer, program, loop, coding, block, variable, pause, bug, debug, instructions, net, template, develop, join, assemble, test, form, function, prototype, process, cheap, user, model, evaluate, logo, clipart, brand identity, branding, Sketchpad, computer-aided design (CAD), mindfulness</i>
Artist	Audrey Flack Clara Peeters	N/A	El Anatsui, Giuseppe Arcimboldo, Sam Francis	N/A	Giorgio Morandi, Barbara Hepworth, Luz Perez Ojeda, Paul Cezanne	N/A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Year 5	Formal elements: Architecture	Electrical systems: Electronic cards	Art and Design Skills	Food: What could be healthier?	Every picture tells a story	Mechanical systems: Making a pop-up book
Overview	Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.	This unit builds on pupils' knowledge of how to incorporate electrical circuits into products. Children explore how circuits can be adapted to suit different purposes, explore series circuits and recreate one using conductive adhesive tape.	Developing design, drawing, craft, painting and art appreciation skills – creating an invention, expanding on an observational drawing, using a poem.	Focusing on nutrition, children research and modify a traditional bolognese sauce recipe to make it healthier. They will cook their new and improved versions, make appropriate packaging and also learn about the ethical considerations of farming cattle.	Exploring the meaning behind art – analyse the work of Banksy; making symmetry prints inspired by Rorschach, telling a story using emojis, reenacting a poignant war scene and taking inspiration from ceramic artist Odundo.	This topic develops children's understanding of mechanical systems by producing a suitable plan for each page of their book; use a range of mechanisms and structures.
Outcome	-To draw an architectural drawing from a perspective.	-To design and create an electronic greeting card	-To create a portrait and painting an enlarged section of a drawn collage.	-To make a healthy bolognese sauce.	-To design a symmetry print inspired by Rorschach.	-To illustrate a story and make it interactive for the users.
Skills	-Improving drawing from different perspectives and observations. -Generating ideas.	-To explore the history and development of exchanging greetings. -To learn about series circuits -To create a mood board to explore ideas. -Complete an electric greeting card and analyse and evaluate the final design.	-Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes. -Creating drawings using the continuous line method, using writing to draw forms. -Controlling line with a pencil to make detailed drawings. -Using sketchbooks to record observations. -Improving mastery of using art materials.	-Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. -Writing an amended method for a recipe to incorporate the relevant changes to ingredients. -Designing appealing packaging to reflect a recipe. -Cutting and preparing recipes safely. Using equipment safely, including knives, hot pans and hobs. -Knowing how to avoid cross-contamination. -Following a step-by-step method carefully to make a recipe. -Identifying the nutritional differences between different products and recipes. -Identifying and describing healthy benefits of food groups.	-Exploring what an image is trying to convey. -Creating a piece of abstract art using ink. -Using images to convey meaning. -Using different mediums and body movements to create a piece of art	-Designing a pop-up book which uses a mixture of structures and mechanisms. -Naming each mechanism, input and output accurately. -Storyboarding ideas for a book. -Following a design brief to make a pop up book, neatly and with focus on accuracy. -Making mechanisms and/or structures using sliders, pivots and folds to produce movement. -Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. -Evaluating the work of others and receiving feedback on their own work. -Suggesting points for improvement.
Vocabulary	<i>Abstract, amphitheater, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple</i>	<i>Battery, buzzer, circuit, component, conductor, copper, design, design criteria, function, graphite, innovative, insulator, LED, modify, parallel circuit, series circuit, switch, target audience, test, wire.</i>	<i>Analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded diagram, invention, portrait, prototype, sketch, texture</i>	<i>reared, processed, ethical, diet Ingredients, supermarket, farm balanced</i>	<i>Abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical</i>	<i>Design, input, motion, mechanism, criteria, research, reinforce, model</i>
Artist	Hundertwasser	N/A	Leonardo da Vinci, Paul Klee	N/A	Hermann Rorschach, Banksy, John Singer Sargent	N/A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Year 6	Art and Design Skills	Structure: Playgrounds	Make my voice heard	Textiles : Waistcoats	Photography	Food: Come dine with me
Overview	In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.	In this sequence of lessons, children will design and create a model for new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practise visualising objects in plain view and get creative including natural features.	Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message.	Using the skills they've developed over the past few years, children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.	Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.	Working in groups, children research and prepare a three-course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to included in a class cookbook.
Outcome	-To design and make a prototype hat which has a 'purpose'.	-To design and create a model for a new playground.	-To create a clay head sculpture with a message.	-To make a waistcoat for a character in the English book.	-To replicate the mood and expression of a painting through photography.	-To prepare a three-course meal in groups.
Skills	-Developing mastery of painting techniques. -Improving drawing skills through initiative pattern making. -Using polyprint tiles to create elaborate zentangle patterns. -Creating 3D sculptural forms using basic art materials. -Discussing line, form, colour and patterns in Hopper's Work.	-Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. -Considering effective and ineffective designs. -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. -Improving a design plan based on peer evaluation. -Testing and adapting a design to improve it as it is developed. -Identifying what makes a successful structure.	-Use block lettering to create a graffiti print. -Draw a portrait using a series of lines and experiment with techniques. -Plan a composition based on a famous piece. -Apply paint in tones of black, white and grey to their compositions. -To create a sculpture.	-Design a waistcoat. -Preparing fabric. -Assembling a waistcoat. -Decorate a waistcoat using applique, beads, buttons and decorative stitching.	-Developing skills in making art through digital processes, creating works of art through cutting, tearing and ripping images.	-Research a recipe. -Prepare a starter and research. -Prepare and make the main course and research how food reaches our supermarkets. -Prepare and make desert and research how peppers are grown.
Vocabulary	<i>Abstract, herringbone, milliner, mindfulness, pattern, polyprint title, prototype, realism, symbolism, zentangle pattern</i>	apparatus, design criteria, equipment, playground, landscape, features, cladding	<i>Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag</i>	<i>adapt, annotate, detail, fabric, fastening, knot, properties, running stitch, seam, sew, shape, target audience, target customer, template, unique, waistcoat, waterproof</i>	<i>Composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism</i>	<i>Accompaniment, cookbook, cross-contamination, equipment, farm, flavour, imperative verb, ingredients, method, nationality, preparation, processed, reared, recipe, target audience, units of measurement.</i>
Artist	Edward Hopper, William Morris, Paul Cezanne, Georges-Pierre Seurat, Claude Monet, Vincent Van Gogh, Auguste Renoir	N/A	Kathe Kollwitz, Mark Wallinger, Pablo Picasso, David Shrigley	N/A	Hannah Hoch, Peter Kennard, Jerry Uelsmann	N/A

KAPOW Long Term Plan	CLICK HERE
KAPOW Progression Document	CLICK HERE
KAPOW Vocabulary	CLICK HERE
National Curriculum	CLICK HERE

Nanaksar Primary School - Art and DT Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
Reception	Marvellous Me	Traditional tales and Celebrations	Amazing Animals	Down at the bottom of the Garden	Ticket to Ride	Fantasy World
Year 1	Drawing: Make your Mark	Mechanisms: Making a moving story book	Painting and Mixed Media: Colour Splash	Mechanisms: Wheels and Axles	Craft and Design- Woven Wonders	Textiles: Puppets
Year 2	Formal elements of Art	Textiles: Pouches	Sculpture and 3D: Clay	Mechanisms: Making a moving monster	Human Form	Food: A balanced diet
Year 3	Prehistoric Art	Structures: Constructing a castle	Formal elements of Art	Food: Eating Seasonally	Art & Design Skills	Textiles: Cushions
Year 4	Formal elements of Art	Mechanical systems: Making a slingshot car	Sculpture	Food: Adapting a recipe	Art and Design Skills	Digital World: Mindful Moments Timer
Year 5	Formal elements: Architecture	Electrical systems: Electronic cards	Art and Design Skills	Food: What could be healthier?	Every picture tells a story	Mechanical systems: Making a pop-up book
Year 6	Art and Design Skills	Structure: Playgrounds	Make my voice heard	Textiles : Waistcoats	Photography	Food: Come dine with me