



PRIORS FIELD PRIMARY SCHOOL ART AND DESIGN TECHNOLOGY CURRICULUM



SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Dt and Art provision is continuous; however, each half term will focus on a new taught/ modelled new concept or approach.	Scissor skills, construction and junk modelling.	Collage, texture and paint.	Pulleys, large construction and ziplines.	Sculpture, dough manipulation and clay.	Hand hygiene, food hygiene and making cheesy courgettes.	Layering textures; paint, oil pastels and sketching.
			One off cooking session – Food for Life		One off cooking session – Food for Life	One off cooking session – Food for Life
By the end of Reception	By the end of Reception, great artists and designers will be able to: <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. - Vocabulary: tools, material, paper, card, imagination, shape, form, texture. 					
Year One	Art and design skills (5 lessons) Learning two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.	Textiles: Puppets (4 lessons) Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.	Food: Fruit and vegetables (4 lessons) Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.	Formal elements of art (5 lessons) Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.	Structures: Constructing windmills (4 lessons) Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.	Landscapes using different media (5 lessons) Learning about composition and working with different art materials to create texture. Based on the theme of The seaside with support for adapting to the alternative theme of Castles.
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<p>By the end of Year One</p>	<p>By the end of year one a great designer knows and understands how to:</p> <ul style="list-style-type: none"> - Design, construct, join, cut glue and staple. - Design products that have a clear purpose and an intended user. - Take inspiration from design throughout history, exploring objects and designs to identify likes and dislikes. - Explore how products have been created, suggesting how to improve existing designs. - <p>By the end of year one a great chef knows and understands how to:</p> <ul style="list-style-type: none"> - Cut, peel or grate ingredients safely and hygienically. - Assemble or cook ingredients. - <p>By the end of year one, a great artist knows and understands how to:</p> <ul style="list-style-type: none"> - Explore texture, form and media, mixing shades of colour, investigating the work of Louis Wain. - Use shape, line and colour, creating abstract compositions, inspired by water. - Create texture using different art materials . 					
<p>Year Two</p>	<p>Formal elements of art (5 lessons) Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p>	<p>Structures: Baby bear's chair (4 lessons) Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.</p>	<p>Sculpture and mixed media (5 lessons) Creating sculpture, pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes and inspired by the works of Roy Lichtenstein.</p>	<p>Mechanisms: Fairground wheel (4 lessons) Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills</p>	<p>Art and design skills (6 lessons) Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, the manipulation of clay and experimenting with brush strokes.</p>	<p>Mechanisms: Making a moving monster (4 lessons) After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</p>
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By the end of Year Two	<p>By the end of year two a great designer knows and understands how to:</p> <ul style="list-style-type: none"> - Design and construct sturdy and safe structures. - Create linkage mechanisms using a range of materials. - Take inspiration from design throughout history, exploring objects and designs to identify likes and dislikes. - Explore how products have been created, suggesting how to improve existing designs. <p>By the end of year two a great chef knows and understands how to:</p> <ul style="list-style-type: none"> - Measure or weigh using measuring cups or electronic scales. - Assemble or cook ingredients. <p>By the end of year two, a great artist knows and understands how to:</p> <ul style="list-style-type: none"> - Use pattern, texture and tone to create printed patterns and rubbings. - Draw facial features to portray a variety of emotions, inspired by Roy Lichenstein. - Make their drawing three dimensional. - Explore tone through shading, experiment with weaving and manipulate clay. 					
	Year Three	<p>Food: Eating seasonally (4 lessons) Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>	<p>Prehistoric art (5 lessons) Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p>	<p>Digital world: Electronic charm (4 lessons) Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.</p>	<p>Formal elements of art (5 Lessons) Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.</p>	<p>Structures: Constructing a castle (4 lessons) Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.</p>
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<p>By the end of Year Three</p>	<p>By the end of year three a great designer knows and understands how to:</p> <ul style="list-style-type: none"> - Design with purpose by identifying opportunities to design. - Design, code and make an electronic charm. Use programming to control their product. - Design and make configurations of nets to build models and structures. - Refine work and techniques as work progresses, continually evaluating the design. - Use software to design and represent product designs. <p>By the end of year three a great chef knows and understands how to:</p> <ul style="list-style-type: none"> - Prep ingredients hygienically using appropriate utensils. - Follow a recipe. <p>By the end of year three, a great artist knows and understands how to:</p> <ul style="list-style-type: none"> - Use natural resources such as charcoal, berries and homemade paints. - Use shape and tone, using objects to draw from observation. - Sew and use tie-dye and weaving. 					
	<p>Year Four</p>	<p>Art and design skills (6 lessons) Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator'.</p>	<p>Electrical systems: Torches (4 lessons) Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p>	<p>Every picture tells a story (5 lessons) Analysing works of art, creating photo collages and abstract art inspired by the works explored.</p>	<p>Mechanical systems: Making a slingshot car (4 lessons) Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.</p>	<p>Formal elements of art (Lessons 1, 2, 3, 4 only) Exploring two of the formal elements of art: texture and pattern; developing a range of mark-making techniques, making and using their own textured stamps for printing and draw a 'flip' pattern.</p>
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<p>By the end of Year Four</p>	<p>By the end of year four a great designer knows and understands how to:</p> <ul style="list-style-type: none"> - Design with purpose by identifying opportunities to design. - Improve upon existing designs, giving reasons for changes. - Disassemble products to understand how they work. - Create a launch mechanism, constructing a chassis and using a glue gun. - Create strong and stable structures. - Refine work and techniques as work progresses, continually evaluating the design. - Identify some of the great designers (including pioneers in horticultural techniques) to generate ideas for designs. <p>By the end of year four a great chef knows and understands how to:</p> <ul style="list-style-type: none"> - Measure ingredients to the nearest gram accurately. - Assemble or cook ingredients (controlling the temperature of the oven or hob). <p>By the end of year four, a great artist knows and understands how to:</p> <ul style="list-style-type: none"> - Carve sculptures and print optical illusions. - Understand the role of a 'curator'. - Explore texture and pattern, developing their own textured stamps for printing. - Analyse art, creating collages of photographs and abstract art. 					
	<p>Year Five</p>	<p>Design for a purpose (5 lessons) Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, learning to draw inspiration from different sources and experiment with a range of techniques.</p>	<p>Electrical systems: Electronic greetings cards (4 lessons) Exploring how circuits can be adapted to suit different purposes, children explore series circuits and recreate one using conductive adhesive tape. They then apply this knowledge to design and create an electronic greeting card.</p>	<p>Formal elements of art: Architecture (5 lessons) Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and if there is scope to change and improve them.</p>	<p>Mechanical systems: Making a pop-up book (4 lessons) Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers</p>	<p>Food: What could be healthier? (4 lessons) Researching and modifying a traditional bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.</p>
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<p>By the end of Year Five</p>	<p>By the end of year five a great designer knows and understands how to:</p> <ul style="list-style-type: none"> - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to user experience. - Design with the user in mind, motivated by the service a product will offer. - Make products through stages of prototypes, making continual refinements. - Create a range of mechanisms including structures, levers, sliders, layers and spacers. - Design and create an electronic greetings card. <p>By the end of year five a great chef knows and understands how to:</p> <ul style="list-style-type: none"> - Measure accurately and calculate ratios of ingredients to scale up or down a recipe. - Demonstrate a range of baking and cooking techniques. <p>By the end of year five, a great artist knows and understands how to:</p> <ul style="list-style-type: none"> - Draw from observation, creating prints and drawings from different perspectives. - Explore and reflect on architecture. - Create art with a statement or intent, telling a story through the arts. - Explore ceramics and the art of Magdalane Odundo. - Design and creativity for a specific idea/ purpose. 					
	<p>Year Six</p>	<p>Photography (5 lessons) Developing photography skills, exploring composition, colour, light, abstract images and underlying messages.</p>	<p>Textiles: Waistcoats (4 lessons) Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p>	<p>Make my voice heard (5 lessons) Looking at the works of artists Picasso and Kollwitz and, through the mediums of graffiti, drawing, painting and sculpture, creating their own artworks that speak to the viewer.</p>	<p>Structure: Playgrounds (4 lessons) Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.</p>	<p>Still life (5 lessons) Creating a variety of pieces influenced by different artists using a range of mediums and using charcoal, erasers and paint to depict a composition of special objects.</p>
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**By the end of
Year Six**

At the end of year six a great **designer** knows and understands how to:

- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Evaluate the design of products so as to suggest improvements to user experience.
- Design with the user in mind, motivated by the service a product will offer.
- Make products through stages of prototypes, making continual refinements.
- Select fabric, pin, stitch and decorate.
- Design and build a model using a footprint base and a variety of structures.

At the end of year six a great **chef** knows and understands how to:

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro organisms).
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

At the end of year six, a great **artist** knows and understands how to:

- Developing photography skills, exploring composition, colour, light, abstract images and underlying messages.
- Create their own artworks using the mediums of graffiti, drawing, painting and sculpture,.
- Create a variety of pieces influenced by different artists using a range of mediums.
- Using charcoal, erasers and paint to depict a composition of special objects.