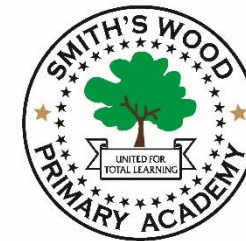


	<b>Sculpture</b>		<b>Sketching/ Art techniques</b>
	<b>Painting</b>		<b>Artists/ History of art</b>
	<b>Collage</b>		<b>DT</b>

# Smith's Wood Primary Academy

## Art and DT Curriculum Overview



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>Reception</u></b>	<p><b>Superheroes</b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Uses available resources to create props to support role-play.</li> </ul>	<p><b>Winter Wonderland</b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p>begin to use shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media, such as paint and materials.</li> </ul>	<p><b>Once Upon a Time</b></p> <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul>	<p><b>In the Wild</b></p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul>	<p><b>Monster vs Aliens</b></p> <ul style="list-style-type: none"> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>	<p><b>We're all going on a summer holiday</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

<p><b><u>Year 1</u></b></p>	<p><b>Africa</b> <b>African</b> <b>Masks/Colour</b> <b>mixing sunset</b></p> <ul style="list-style-type: none"> <li>• To learn primary colours and mix secondary colours.</li> <li>• To make a product using clay</li> </ul>	<p><b>Footprints through time</b> <b>Local</b> <b>artists/Famous</b> <b>Birmingham</b> <b>sculpture (The Bull)/Colour mixing.</b></p> <ul style="list-style-type: none"> <li>• To learn about an artist.</li> <li>• To draw understanding size and shape.</li> <li>• To use a range of materials creatively</li> </ul>	<p><b>Man on the Moon</b> <b>Kandinsky/</b> <b>Recreate the work</b> <b>of an artist/ To</b> <b>know primary and</b> <b>secondary colours/</b> <b>Design their own</b> <b>planet.</b></p> <ul style="list-style-type: none"> <li>• To explain what they like and dislike about an artist's work.</li> <li>• To look at key artists.</li> <li>• To design a purposeful product for themselves.</li> <li>• To look at different materials.</li> </ul>	<p><b>Festivals around the World</b> <b>Carnival masks/</b> <b>Canoe boat/</b> <b>Dragon masks</b></p> <ul style="list-style-type: none"> <li>• To colour between the lines.</li> <li>• To begin to demonstrate creativity within their designs.</li> <li>• To draw with some accuracy.</li> </ul>	<p><b>Fire – Fire!</b> <b>Making Bread/ fire</b> <b>inspired artwork.</b></p> <ul style="list-style-type: none"> <li>• To use tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.</li> <li>• To use materials and components when cooking.</li> <li>• To show a basic understanding of a simple design before creating a product.</li> </ul>	<p><b>Castles</b> <b>To design a</b> <b>medieval banquet/</b> <b>To design and make</b> <b>a castle.</b></p> <ul style="list-style-type: none"> <li>• To use materials and components when cooking (ingredients)</li> <li>• To begin to evaluate existing products</li> <li>• To create a given shape using clay</li> </ul>
<p><b><u>Year 2</u></b></p>	<p><b>Old Macdonald</b> <b>Navajo Chicks/Farm</b> <b>pictures.</b></p> <ul style="list-style-type: none"> <li>• To show an understanding of a simple design before creating a product (eg drawing of clay sculpture)</li> <li>• Use a variety of pinching techniques to mould clay into a given shape</li> <li>• To demonstrate some creativity within their designs.</li> </ul>	<p><b>Start the engine</b> <b>Create a transport</b> <b>pull toy/ Paint</b> <b>vehicles</b></p> <ul style="list-style-type: none"> <li>• To use a paint brush with good precision.</li> <li>• To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• To demonstrate some creativity within their designs.</li> </ul>	<p><b>A whole new World</b> <b>Design and make</b> <b>ratatouille/ Chalk</b> <b>art</b></p> <ul style="list-style-type: none"> <li>• Evaluate their products against design criteria</li> <li>• Express a personal opinion about a design (product or idea)</li> <li>• To draw showing a good understanding of size and shape</li> <li>• To draw- with a good level of accuracy- a range of lines</li> <li>• To demonstrate some creativity within their designs</li> </ul>	<p><b>Horror at the</b> <b>Hospital</b> <b>Soldier school/</b> <b>Paint a map.</b></p> <ul style="list-style-type: none"> <li>• To select appropriate colours when painting and mix accordingly to make a variety of tones.</li> <li>• To use a paint brush with good precision</li> <li>• To colour and paint with a good level of accuracy</li> </ul>	<p><b>Pirate School</b> <b>To make a jolly</b> <b>roger flag/ Pirate</b> <b>snacks</b></p> <ul style="list-style-type: none"> <li>• To draw with a good level of accuracy</li> <li>• To be taught about colour, pattern, texture, shape, form and space.</li> <li>• To design an appealing product based on design criteria (for specified users)</li> <li>• To select from and use a wide range of materials and components when cooking (ingredients)</li> </ul>	<p><b>Seaside Rescue</b> <b>Draw seaside items/</b> <b>Create a rainbow</b> <b>fish/ Punch and Judy</b> <b>show.</b></p> <ul style="list-style-type: none"> <li>•To draw with a good level of accuracy</li> <li>•To colour and paint with a good level of accuracy</li> <li>•To talk about different textures with a good understanding of vocabulary</li> <li>•To use a range of materials to create a piece of artwork</li> <li>•To communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</li> </ul>

<p><b><u>Year 3</u></b></p>	<p><b>Hail Caesar</b>  <b>Roman Mosaics/</b>  <b>Roman Home</b></p> <ul style="list-style-type: none"> <li>• To begin to use sketch book to develop ideas.</li> <li>• Sculpt a piece of artwork (using clay).</li> <li>• To experiment with colours, patterns and textures.</li> <li>• Begin to use research to inform their design with a specific purpose.</li> <li>• To begin to select and use construction materials and components.</li> </ul>	<p><b>Jurassic Park</b>  <b>Dazzling Dinosaurs</b></p> <ul style="list-style-type: none"> <li>• To experiment with some colours, patterns and textures.</li> <li>• To paint with skill and fluency, adapting the brush size and strokes where needed</li> <li>• To use basic mastery of art techniques.</li> <li>• To begin to evaluate the work of others</li> </ul>	<p><b>Off with Your Head</b>  <b>Tudor Weave/</b>  <b>Tudor banquet</b></p> <ul style="list-style-type: none"> <li>• To use textile materials.</li> <li>• To use basic mastery of art techniques.</li> <li>• To begin to use equipment to perform practical tasks</li> <li>• To begin to select and use ingredients</li> <li>• To evaluate their products against a design criteria</li> </ul>	<p><b>The Great Adventure</b>  <b>Food/ Art of the Giants</b></p> <ul style="list-style-type: none"> <li>• To begin to select and use ingredients</li> <li>• To experiment with some colours, patterns and textures</li> <li>• To use basic mastery of art techniques.</li> </ul>	<p><b>Rumble in the Jungle</b>  <b>Create a</b>  <b>shelter/bag/Ranulph</b>  <b>Fiennes – Aurora</b>  <b>Northern Lights</b>  <b>pastel work</b></p> <ul style="list-style-type: none"> <li>• To experiment with some colours, patterns and textures</li> <li>• To draw with a variety of mediums.</li> <li>• To design an appealing product.</li> </ul>
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<p><b><u>Year 4</u></b></p>	<p><b>Volcanoes and Earthquakes</b>  <b>Architects/ Build a building/ Pompeii</b></p> <ul style="list-style-type: none"> <li>To improve their understanding of a range of architects and designers and how their work has contributed to the wealth of the nation.</li> <li>To improve their ability to select relevant materials for craft and sculpting projects.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p><b>Why War?</b>  <b>Create silhouette art/ cooking using rations/ Trenches</b></p> <ul style="list-style-type: none"> <li>To use begin to use basic mastery of art techniques to create a piece of artwork</li> <li>To use with increased accuracy equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>	<p><b>Asia</b>  <b>Create a dragon/ Taj Mahal</b></p> <ul style="list-style-type: none"> <li>To improve their ability to select relevant materials for craft and sculpting projects.</li> </ul>	<p><b>Vikings</b>  <b>Making shields</b></p> <ul style="list-style-type: none"> <li>To use begin to use basic mastery of art techniques to create a piece of artwork</li> </ul>	<p><b>Aztecs</b>  <b>Aztec headband/ Aztec drawing printing.</b></p> <ul style="list-style-type: none"> <li>To understand the historical and cultural development of their art form.</li> <li>To use begin to use basic mastery of art techniques to create a piece of artwork</li> </ul>	<p><b>Live and Let Live</b>  <b>Purple mash shading pictures/ Drawing habitats</b></p> <ul style="list-style-type: none"> <li>To draw with some accuracy</li> <li>To begin to shade using a variety of mediums</li> <li>To express a personal opinion on a piece of artwork. Explaining what they see and how it makes them feel.</li> <li>To begin to evaluate the work of others, linking to techniques studied</li> <li>Purple Mash – food chains style /shading</li> </ul>
<p><b><u>Year 5</u></b></p>	<p><b>It's all Greek to me</b></p>	<p><b>Look Around You</b></p>	<p><b>Survival of the</b></p>	<p><b>Lightbulb Moment</b></p>	<p><b>Who do you think</b></p>	<p><b>Raging Rivers+</b></p>

	<p><b>Investigate the art and design traditions of Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• To record observations within sketch books</li> <li>• To use sketch books to review and revisit ideas</li> <li>• To draw with increased accuracy</li> <li>• To shade using a variety of mediums to achieve a desired effect</li> <li>• To sculpt a piece of artwork (using clay) from a given design with increased accuracy</li> <li>• To begin to critically evaluate a piece of artwork adding a simple personal opinion</li> </ul>	<p><b>To design and make a chocolate bar/ To design a Christmas card/ To look at a range of artists.</b></p> <ul style="list-style-type: none"> <li>• To investigate and critically analyse products</li> <li>• To model their ideas through prototypes</li> <li>• To create cross sectional and exploded diagrams</li> <li>• To use a range of mediums</li> <li>• To look at a range of artists and recognise unique techniques</li> <li>• To critique own artwork</li> <li>• To experiment with a range of techniques and textures</li> </ul>	<p><b>fittest</b></p> <p><b>To sketch an animal/ Make abstract drawings of Charles Darwin</b></p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing and painting with a variety of materials.</li> </ul>	<p><b>To develop design criteria to inform the design of products (M16 secret agent)/ Create and advertise an invention/Pop art.</b></p> <ul style="list-style-type: none"> <li>• To select from and use with increasing confidence a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>• To select from and use with increased confidence a wider range of textile materials and components, according to their functional properties and aesthetic qualities wood and plastic.</li> <li>• To improve their mastery of art and design techniques, including drawing and painting with a variety of materials.</li> </ul>	<p><b>You are? Bayeux tapestry</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawing and painting with varied materials</li> <li>• Learn about great artists, architects &amp; designers.</li> </ul>	<p><b>Odious Oceans</b></p> <p><b>Observe, paint and draw rivers/oceans/ Create Coastal Diorama</b></p> <ul style="list-style-type: none"> <li>• To Improve mastery of techniques such as drawing and painting with varied materials.</li> <li>• Create watercolour images of underwater scenes, using watercolours and wax crayons.</li> <li>• Media – Water colours, waterproof marker, pencil, rubbing salt, oil, pastels, mixing colours, primary and secondary colours</li> <li>Skills – Looking at pattern, observing, painting and drawing skills (line, shape and form)</li> <li>• To use research to inform the design of functional, appealing products that are fit for purpose</li> <li>• To develop design criteria to inform the design of products, with a clear audience and purpose</li> <li>• To select from and use with increasing confidence a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and</li> </ul>
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<p><b><u>Year 6</u></b></p>	<p><b>We are not Amused</b>  <b>Recreate the work of a chosen Victorian artist/ Create a Victorian coin.</b></p> <ul style="list-style-type: none"> <li>• Learn about great artists, architects &amp; designers</li> <li>• Improve mastery of techniques with varied materials</li> <li>• To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>	<p><b>Out of this World</b>  <b>Porthole pictures</b></p> <ul style="list-style-type: none"> <li>• Accurately shade using a variety of mediums to achieve a desired effect</li> <li>• To experiment with a range of colours, patterns and textures to create a desired effect</li> </ul>	<p><b>Walk Like an Egyptian</b>  <b>Mummification (Clay)/ hieroglyphics</b></p> <ul style="list-style-type: none"> <li>• To sculpt a piece of artwork (using clay) from a given design</li> <li>• To identify the work and techniques of artists through history</li> <li>• To paint with a good level of skill (using a range of brush strokes, sizes etc.</li> </ul>	<p><b>Amazing Americas</b>  <b>Draw Disney Characters/ Make your own hotdog</b></p> <ul style="list-style-type: none"> <li>• To draw with accuracy.</li> <li>• To select from and use a wider range of tools and equipment to perform practical tasks</li> </ul>	<p style="text-align: right;">finishing], accurately</p> <p><b>Out of Africa</b>  <b>African animals/ African patterns/ Sunset background with silhouette/ African mask.</b></p> <ul style="list-style-type: none"> <li>• To use a range mastery of art techniques to create a piece of artwork</li> <li>• To accurately shade using a variety of mediums to achieve a desired effect</li> </ul>
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