



Art and DT Curriculum Overview (Cycle A)

	Autumn 1 Art	Autumn 2 DT	Spring 1 Art	Spring 2 DT	Summer 1 Art	Summer 2 DT Cooking and nutrition
Nursery	2D Drawing and Painting Face Portraits	Loose parts exploration- Collect natural resources- sticks/leaves/stones to make autumn/winter scenes	Print and Mixed Media Stamping/ Collage using mixed materials	Glue, sellotape- make little red hen puppets/collage pics of chicks and hens with feathers and tissue paper	3D Art Junk modelling (large)	Healthy Henry-fruit kebabs
Reception	2D Drawing and Painting Body Portraits	Loose parts structures-Build autumn and winter scenes using different materials such as natural resources from outside/playdough/curtain rings and blocks	Print and Mixed Media Printing using natural objects – leaves, sticks...	Joining Techniques String, threading, hole punching, forest weaving-make puppets/ booklets linked to history- stories never change.	3D Art Junk modelling (small)	Healthy Henry- healthy lunchbox
Key Stage 1 (Year 1 and 2)	3 D Art – Papier Mache Masks Iconography Tribal Art & Picasso	Design and make a rocket Neil Armstrong	2D Drawing & Painting: Landscapes (Georgia O'Keefe & Beatrix Potter)	Templates and joining techniques- Making a castle	2D Printing: Lino printing (British artists-John Banting & William Morris)	Cooking and nutrition Baking- savoury food e.g. bread, rolls, quiche, pie.
Lower Key Stage 2 (Year 3 and 4)	Print and Mixed Media Photo Montage (David Hockney & Sasha Bom)	Industrial Revolution Design and make a pencil case using sewing techniques	3D Natural Found Materials (Andy Goldsworthy & Henri Rosseau)	Joining Techniques Chocolate Design and make a box for chocolate	2D Drawing & Painting Portraiture-The Human Body (Da Vinci & Gustav Klimt)	Ancient Egypt Design and make a death mask using clay



Art and DT Curriculum Overview (Cycle A)

Upper Key Stage 2 (Year 5 and 6)	3D Sculpture – 3D Living Forms (Alberto Giacometti & Henri Moore)	South America Design and make a traditional South American instrument	Print & Mixed Media Surrealism & Digital Manipulation (Salvador Dali)	Joining techniques Vikings- Design and create a weapon	2D Drawing & Painting Expression through self-portraiture (Frida Kahlo & Andy Warhol)	Mini tee pees Indian tribe inspired involving sewing techniques
-------------------------------------	---	--	---	---	---	--



Art and DT Curriculum Overview (Cycle A)

Progression of skills overview for Art Cycle A

Phase	Autumn 1	Spring 1	Summer 1
Nursery	2D Drawing & Painting: Painting face portraits	Print & Mixed Media: Stamping/collage – different shapes	3D Art Junk modelling (large)
	<ul style="list-style-type: none"> • Explore paint using fingers and other parts of their bodies as well as brushes and tools • Explore colour and mixing • Draw/paint circles to represent a face • Make marks for features – hair, eyes, mouth, nose 	<ul style="list-style-type: none"> • Develop manipulation • Explore different materials and tools • Explore colour and mixing • Explore different textures • Use scissors to make snips 	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them • Manipulate and play with different materials • Use their imagination as they consider what they can do with different materials
Reception	2D Drawing and Painting: body portraits – circles, lines, colour, shape, form	Print & Mixed Media: Printing/collage –natural objects – leaves, sticks...(Andy Goldsworthy)	3D Art Junk modelling (small)
	<ul style="list-style-type: none"> • Create closed shapes to represent body features (head, body, arms, legs) • Add details to face • Create new colours through colour mixing • Explore effects of using different size paintbrushes/other tools 	<ul style="list-style-type: none"> • Explore, use & refine a variety of artistic effects to express ideas/feelings • Experiment with colour, design, texture • Refine/adapt ideas 	<ul style="list-style-type: none"> • Safely use & explore a variety of materials, tools & techniques • Create collaboratively, sharing ideas, resources & skills • Experiment with form and function • Explain the process they have used
KS1	3 D Art – Papier Mache Masks Iconography Tribal Art & Picasso	2D Drawing & Painting: Landscapes (Georgia O'Keefe & Beatrix Potter)	2D Printing: Lino printing (British artists-John Banting & William Morris)
	<ul style="list-style-type: none"> • Analysing, comparing and researching a range of artists' work. • Researching shape, icons, symbols and meanings. • Selecting a chosen style of artwork based on own expression of personal ideas/experiences. • Wet moulding of 3D form 	<ul style="list-style-type: none"> • Analysing, comparing and researching a range of artists' work. • Researching detail, distance, background and foreground and colour. • Colour exploration / Mixing / Differences between vivid and faint, light and dark. 	<ul style="list-style-type: none"> • Evaluating and comparing two pictures. • Analysing, and researching a range of artists' work. • Researching form and space, drawing, line and shape. • To use cardboard to create a printing block.



Art and DT Curriculum Overview (Cycle A)

	<ul style="list-style-type: none"> • Overlaying • Joining Manipulate malleable materials for a purpose. • Exploring effects of pattern and placement- regular, irregular, repeated, random placement • 3D surface application. • To evaluate work referring to: 2D to 3D, style of artwork selected. 	<ul style="list-style-type: none"> • Observational skills to draw landscape and features. • Observational sketching from designs. • Using watercolour paint with appropriate brush strokes/thicknesses and effects. • Mixing colours and blending. • Analyse, compare & evaluate their work 	<ul style="list-style-type: none"> • To use simple carving tools. • To manipulate polystyrene, using basic carving tools. • To apply ink evenly. • To blend and mix colours. • To manipulate polystyrene, using basic carving tools. • To apply ink evenly. • To critically evaluate their own work with reference to colour and line.
Lower KS2	<p style="text-align: center;">Print and Mixed Media Photo Montage (David Hockney & Sasha Bom)</p>	<p style="text-align: center;">3D Natural Found Materials (Andy Goldsworthy & Henri Rosseau)</p>	<p style="text-align: center;">2D Drawing & Painting Portraiture-The Human Body (Da Vinci & Gustav Klimt)</p>
	<ul style="list-style-type: none"> • Analysing, comparing and researching a range of artists' work. • Arrange a final piece of media successfully. • Take photos of a part of a whole image using different viewpoints/angles. • Plan and observe to create final collage/montage. • Use different techniques of colour, images, text parts to go from initial ideas and choices to creating a final piece. • Analyse, compare and evaluate finished work 	<ul style="list-style-type: none"> • Analysing, comparing and researching a range of artists work focussing on a natural aspect. • Exploring freely with imagination and creativity. • Planning/Listing/Preparing • Selecting a chosen style of artwork based on own expression of personal ideas/experiences. • Reasoning • To evaluate work referring to: style and process of artwork selected. 	<ul style="list-style-type: none"> • Analysing, comparing and researching a range of artists work and the meaning of the language of posture and what it communicates. • Begin to understand about the importance of proportion and placement when drawing a whole body. • Understand the importance of proportion, placement and scale and pencil pressure. • Begin to develop ideas of how to sketch a body complete with features by controlling the types of marks made with media provided. • Produce increasingly accurate drawings of people and understand the way the figure is posed can convey meaning • Analysis, compare & evaluate finished work



Art and DT Curriculum Overview (Cycle A)

Upper KS2	3D Sculpture – 3D Living Forms (Alberto Giacometti & Henri Moore)	Print & Mixed Media Surrealism & Digital Manipulation (Salvador Dali)	2D Drawing & Painting Expression through self-portraiture (Frida Kahlo & Andy Warhol)
	<ul style="list-style-type: none"> Analysing, comparing and researching a range of artists' work. Explore the roles and purposes of sculptors working in different times and cultures. Explore various methods used to join and construct structure Use different techniques to manipulate materials and explore how sculpture stands. Manipulate their desired media such as clay, Modroc, plasticine etc and mould a simple form of chosen idea. Create a solid structure. Analysis, comparing & evaluating their own choices and knowing the different stages and skills learnt from making a living form sculpture. 	<ul style="list-style-type: none"> Analysing, comparing and researching a range of artists work. Sorting images and ideas into chosen categories. For example-night time, objects, meaning etc. Using images to convey meaning. Collaging and layering. Perfecting using layering techniques effects and filters. Personal visual choices and verbalising analysis. Using a camera effectively. Using filters effects and devices successfully to achieve a planned effect. Analysis, comparing and evaluating. 	<ul style="list-style-type: none"> Select and record from first hand observations. Analysing, comparing and researching a range of artists work. To question and make thoughtful observations saying what they think and feel about different artists. Explore ideas for different purposes and select ideas to use in the final piece. To work in a sustained and independent way to develop their own style of painting. Using colour for a purpose and to express feelings. Develop a painting from a drawing. Making own decisions; taking risks / making mistakes. Analysis, comparing & evaluating

Progression of skills for DT Cycle A

Phase	Autumn 2	Spring 2	Summer 2 (Food-EYFS and KS1) (Sewing-LKS2 and UKS2)
Nursery	Loose parts exploration- Collect natural resources-sticks/leaves/stones	Joining Techniques Glue, sellotape- make little red hen	Healthy Henry-fruit kebabs <ul style="list-style-type: none"> Make healthy choices about food and



Art and DT Curriculum Overview (Cycle A)

	<p>to make autumn/winter scenes</p> <ul style="list-style-type: none"> • Explore different materials freely in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Show preference for a dominant hand 	<p>puppets/collage pics of chicks and hens with feathers and tissue paper</p> <ul style="list-style-type: none"> • Explore different materials freely in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Show preference for a dominant hand • Use one handed equipment for example making snips in paper with scissors 	<p>drink</p>
<p>Reception</p>	<p>Loose parts structures-</p> <p>Build autumn and winter scenes using different materials such as natural resources from outside/playdough/curtain rings and blocks</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills 	<p>Joining Techniques</p> <p>String, threading, hole punching, forest weaving-make puppets/ booklets linked to history-stories never change.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills 	<p>Healthy Henry- healthy lunchbox</p> <ul style="list-style-type: none"> • Make healthy choices about food and drink • Manage their own basic hygiene and personal needs, including the importance of making healthy food choices



Art and DT Curriculum Overview (Cycle A)

	<ul style="list-style-type: none"> Share their creations explaining the processes they have used 	<ul style="list-style-type: none"> Develop their small motor skills so they can use a range of tools competently, safely and confidently (scissors) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations explaining the processes they have used 	
KS1	<p>Design and make a rocket</p> <p>Design</p> <ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make <p>Make</p> <ul style="list-style-type: none"> Begin to select tools and materials; use vocab' to name and describe them 	<p>Design and make a castle</p> <p>Design</p> <ul style="list-style-type: none"> Identify simple design criteria Make simple drawings and label parts <p>Make</p> <ul style="list-style-type: none"> Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product 	<p>Design and make savoury food incl foods from different food groups.</p> <ul style="list-style-type: none"> Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques Select and use appropriate fruit and vegetables, processes and tools



Art and DT Curriculum Overview (Cycle A)

	<ul style="list-style-type: none"> • Measure, cut and score with some accuracy <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate against their design criteria • Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Build structures, exploring how they can be made stronger, stiffer and more stable <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make 	
LKS2	<p>Design and make a pencil case using sewing techniques</p> <p>Design</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing them • Evaluating existing products and 	<p>Design and make a box for chocolate</p> <p>Design</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing them • Explore, develop and communicate 	<p>Design and make a death mask using clay</p> <p>Design</p> <ul style="list-style-type: none"> • Make labelled drawings from different views showing specific features • Develop a clear idea of what has



Art and DT Curriculum Overview (Cycle A)

	<p>identifying criteria that can be used for their own designs</p> <p>Make</p> <ul style="list-style-type: none"> • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their product against original the original design criteria 	<p>design proposals by modelling ideas through: prototypes, sketches and CAD.</p> <ul style="list-style-type: none"> • Evaluating existing products and identifying criteria that can be used for their own designs <p>Make</p> <ul style="list-style-type: none"> • Select appropriate tools and techniques for making their product • Assemble, join and combine materials and components accurately in temporary and permanent ways. • Measure, mark out, cut, score and assemble components with more accuracy • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Evaluate</p> <ul style="list-style-type: none"> • Disassemble and evaluate existing 	<p>to be done including:</p> <ul style="list-style-type: none"> - planning how to use materials -equipment needed and processes -suggesting alternative methods of making, if the first attempts fail <p>Make</p> <ul style="list-style-type: none"> • Select appropriate tools and equipment, explaining their choices for use and using them safely and accurately. • Measure, mark-out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Think about their ideas as they make progress and be willing to change things if this helps them improve their work <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their work both during and at the end of the assignment. • Evaluate their product against
--	--	---	--



Art and DT Curriculum Overview (Cycle A)

		<p>products. How well it was made? Why were particular materials chosen?</p> <ul style="list-style-type: none"> Evaluate their products by carrying out appropriate tests 	<p>original design criteria e.g. how well it meets its intended purpose</p>
UKS2	<p>Design and make a traditional South American instrument</p> <p>Design</p> <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Generate innovative ideas drawing on research. Make design decisions, taking account of constraints such as time, resources, cost Develop a design specification Plan the order of their work using appropriate materials, tools and techniques <p>Make</p> <ul style="list-style-type: none"> Assemble components to make working models Use tools safely and accurately Construct products using 	<p>Design and make a Viking weapon</p> <p>Design</p> <ul style="list-style-type: none"> Communicate their ideas through detailed, labelled drawings Develop a clear idea of what has to be done, planning how to use materials, processes and suggesting alternative methods of making if the first attempt fails Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. <p>Make</p> <ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Use techniques that involve a number of steps Make modifications as they go 	<p>Mini tee pees</p> <p>Indian tribe inspired involving sewing techniques</p> <p>Design</p> <ul style="list-style-type: none"> Plan the order of their work, choosing appropriate materials, tools and techniques Communicate their ideas through detailed labelled drawings Develop a design specification <p>Make</p> <ul style="list-style-type: none"> Pin, sew and stitch materials together to create a product Measure and mark out accurately Make modifications as they go along Achieve a quality product



Art and DT Curriculum Overview (Cycle A)

	<p>permanent joining techniques</p> <p>Evaluate</p> <ul style="list-style-type: none">• Evaluate their products identifying strengths and areas for development• Record their evaluations using drawings with labels	<p>along to achieve a quality product</p> <p>Evaluate</p> <ul style="list-style-type: none">• Evaluate a product against the original design specification and suggest ways that their product could be improved• Evaluate it personally and seek evaluation from others/ carry out appropriate tests	<p>Evaluate</p> <ul style="list-style-type: none">• Evaluate against their original criteria and suggest ways that their product could be improved
--	--	---	---