



Art & DT curriculum map KS2

Key Stage 2

The National Curriculum for Art and Design & Technology ensures that all pupils:

- Will access art, craft and design that embody some of the highest forms of human creativity.
- Access a high-quality art and design education that should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Will be able to think critically and develop a more rigorous understanding of art and design.
- Will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
 - Will produce creative work, exploring their ideas and recording their experiences.
- Will become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design
- Will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year 3/4

Cycle one

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Knowledge (Pupils will know ...)	<u>Art skills</u> The four shades of shading Learn and apply the	<u>Fabric Bunting</u> Pupils will design, make and evaluate fabric bunting.	<u>Prehistoric art</u> Painting: Tints and shades A tint is made by	<u>Moving Pictures</u> Pupils will design, make and evaluate moving pictures.	<u>Craft</u> Creating a mood board Tie-dyeing materials	<u>Forest School</u>



	<p>four rules of shading: Work evenly and neatly</p> <p>One direction</p> <p>Straight edges</p> <p>No gaps</p> <p>Shading from light to dark</p> <p>Shape: Seeing simple shapes and geometry Continue to work on tone Use an object to identify the simple geometric shapes eg a drinks can before sketching out the details</p> <p>Drawing</p> <p>Pick an object that they can draw from observation Adding in details</p>	<p>This will introduce pupils to the design, make, and evaluate routine in design and technology.</p> <p>Pupils will learn different sewing techniques and develop their fine motor skills.</p>	<p>adding white to a colour and a shade by adding black.</p> <p>Mix own colours to paint outline</p> <p>Exploring prehistoric art</p> <p>Introduction to cave art</p> <p>Reflect upon the purpose of the drawings before working on developing their sense of proportion of drawing.</p>	<p>This will introduce pupils to the world of levers and the different types of movement.</p> <p>Pupils will learn different lever techniques and how these work.</p>	<p>Pupils learn how to create patterns on materials using tie-dye, exploring different effects.</p>	
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<p>Skills</p> <p>Pupils will learn to...</p> <p>BSquared Targets</p>	<p>Colours in a picture and keeps within the lines most of the time.</p> <p>Holds a pencil correctly.</p> <p>Identifies similarities and differences in a picture.</p>	<p>Cuts simple shapes using scissors.</p> <p>Measures using a ruler with support.</p> <p>Joins materials by overlapping.</p> <p>Make a product, structure or object using simple tools successfully.</p> <p>Discuss and explain their design ideas.</p>	<p>Identifies visual content of artist's work,</p> <p>Discusses their work using appropriate vocabulary.</p> <p>Mixes colours and makes adjustments to colours.</p>	<p>Constructs things that turn or move with support.</p> <p>Investigates how to make a structure more stable.</p> <p>Investigates how to make a structure stiffer.</p> <p>Follow simple plans to make an object.</p> <p>Explains simply how a product they are evaluating works.</p>	<p>Uses cameras to take still and moving pictures.</p> <p>Describes textures using simple vocabulary.</p> <p>Discusses a range of tools and their purpose.</p>	
<p>Key Vocabulary</p>	<p><i>Shading, direction, edges, light, dark, geometry, drawing.</i></p>	<p><i>Fabric, routine, sewing, fine motor skills, shapes, materials, tools.</i></p>	<p><i>Tint, shade, colour, paint, cave art, mix.</i></p>	<p><i>Levers, movement, techniques, construct, turn, move, structure, stable.</i></p>	<p><i>Create, mood board, tie dye, materials, patterns, effects.</i></p>	
<p>Year 5/6</p>						
<p>Cycle one</p>						
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Topic Knowledge (Pupils will</p>	<p><u>Colour</u></p>	<p><u>Felt Phone Cases</u></p> <p>Pupils will develop their</p>	<p>Creative Collage (Nature)</p>	<p><u>Global Food</u></p> <p>Pupils explore foods</p>	<p>Architecture</p> <p>Hundertwasser was</p>	<p><u>Forest School</u></p>



	<p>A brief introduction to primary, secondary, complementary and tertiary colours with a challenge to create your own colour wheel.</p> <p>Understanding the combinations of mixing different primary and secondary colours and their outcomes.</p>	<p>sewing and textiles skills within this project to design, make and evaluate felt phone cases.</p> <p>Previous sewing and textiles skills will be built upon and developed to allow pupils to access this project.</p>	<p>Introduction to collage and experimenting with paper.</p> <p>https://teachers.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd</p>	<p>from around the globe within this project.</p> <p>As part of this project, pupils will investigate where foods come from, what's inside them as well as design, make and evaluate their own global foods.</p>	<p>famous for his work that linked nature to humans.</p> <p>Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils explore the formal elements of line, shape and colour.</p> <p>https://www.youtube.com/watch?v=qFfN2zU-TtQ</p>	
<p>Skills</p> <p>Pupils will learn to...</p> <p>BSquared Targets</p>	<p>Explores colour tones e.g. through paints.</p> <p>Identifies simply the value of a colour e.g. lighter or darker.</p>	<p>Joins using a low temperature glue gun.</p> <p>Follow safety rules when using a range of tools.</p>	<p>Identifies some techniques for using a range of common art tools and materials.</p> <p>Describes elements of a piece of art, craft or</p>	<p>Demonstrates safe food processing skills under supervision.</p> <p>Outlines how to store food safely.</p>	<p>Recognises some of the work of a few famous artists, architects and/or designers.</p> <p>Compares art, craft</p>	



	<p>Investigates light and dark through art e.g. when creating patterns or drawing shapes.</p> <p>Produces lines or marks appropriate to what they want to achieve e.g. small brush for small marks.</p> <p>Mixes colour to match e.g. a natural object.</p>	<p>Assembles or joins parts of their product successfully.</p> <p>Consider the visual impact of the finished product.</p> <p>Explains the reason behind why modifications were made.</p>	<p>design using simple key words e.g. techniques such as stitching, colours, materials.</p> <p>Describes how their work is similar to an established piece of art or design, using simple related vocabulary.</p> <p>Chooses tools, materials or techniques deliberately for a given purpose.</p> <p>Includes more than one technique in a piece of work.</p>	<p>Relates knowledge of food hygiene to preparing and cooking food.</p> <p>Follow recipes to make simple cooked food.</p> <p>Recognises that climate and other conditions affect when and where food is grown or reared.</p>	<p>and design works against a criteria e.g. techniques, colours used.</p> <p>Identifies the visual qualities of an object when evaluating an artist's work.</p> <p>Recognises that artists create a range of works e.g. portraits, still life and landscapes.</p>	
Vocabulary	<p><i>Light, dark, primary, secondary, colours, complementary, tertiary.</i></p>	<p><i>Sewing, phone case, temperature, safety, assemble, visual.</i></p>	<p><i>Collage, experimenting, paper, techniques, styles, design,</i></p>	<p><i>Food, global, storage, recipe, hygiene, climate.</i></p>	<p><i>Nature, humans, experiment, line, shape, colour</i></p>	



Year 3/4						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Knowledge (Pupils will know ...)	<p><u>Down our street</u></p> <p>This unit of work focuses on creating images of buildings in the streets around the school. These images are made using a range of media, including pencil, pen, crayon and clay.</p> <p>Images from the locality</p> <p>Building collage</p> <p>Make a collage picture of a building by combining a range of media.</p>	<p><u>Dips and Dippers</u></p> <p>Pupils will engage within a unit of food technology with links to a Teddy Bears Picnic.</p> <p>Pupils will design, make and evaluate different types of dips and dippers.</p> <p>This will introduce pupils into the basic understanding of food technology including food hygiene and safety.</p>	<p><u>Van Gogh</u></p> <p>This unit of work is based around two of Van Gogh's most famous paintings.</p> <p>It provides an opportunity for mixed media composition as well as introducing the technique of batik.</p> <p>Featured painting - Starry night over the rhone</p> <p>can combine wax crayons and watercolour to produce a wax resist painting in the style of Van Gogh</p> <p>Featured painting: The</p>	<p><u>Our Fabric Faces</u></p> <p>Pupils will design, make and evaluate fabric faces in order to support their learning and understanding surrounding emotions.</p> <p>Pupils will enhance their sewing and textiles skills within this project.</p>	<p><u>Celtic crafts</u></p> <p>This unit of work is a series of craft activities that are taught through a cross-curricular topic of the Celts.</p> <p>Celtic crosses</p> <p>Celtic torcs</p> <p>Ceramic coil pot</p> <p>An introduction to weaving</p> <p>Making the weave.</p>	<p><u>Forest School</u></p>



			starry Night.			
Skills Pupils will learn to... BSquared Targets	Can make observational drawings. Can use viewfinders to locate features of local buildings. Can use a digital camera to take photographs of buildings and parts of buildings. Creating a clay base relief. Can experiment with different designs, patterns and textures on a clay slab. Can create a clay bas relief sculpture based on a drawing of a building in the locality. Can mix and match colours to match those from observational drawings of a building in the locality.	Cut foods safely. Suggests why they need to wash fruit and vegetables. Suggest why we wash hands. Follows a pictorial or written recipe with support. Describes the taste and texture of some foods.	Can mix a range of blue colours using blue, black and white. Can apply a range of colours to create a landscape background. Can apply chalk pastels to create details in the style of The Starry Night by Van Gogh. Can create a batik cloth in the style of Van Gogh's starry night. Can create swirling prints using the technique of marbling. Can use a range of media and techniques learnt in the session to create an original composition.	Identifies different ways of joining materials. Makes a structure more stable, stiff or strong after simple testing. Joins simply with given tools and materials successfully. Suggests some way they could improve a specific area of their own design work.	<u>BSquared Targets</u> Can design a Celtic cross from studying photographs and drawings of original designs. Can create a Celtic cross sculpture by combining cardboard cut-outs. Can create a Celtic torc using a malleable material such as clay or plasticine. Can create a simple ceramic pot using a coiling method. Can create a simple loom frame from lolly sticks. Can create warp threads by stringing vertical lengths of string. Can make a weave by	



	Can accurately apply colours to a clay base relief.				threading the weft through the warp on a simple look.	
Vocabulary	Observational drawing Photography Frottage Wax rubbings on surfaces Digital photography Collage Using clay modelling tools Creating abstract designs. Using scratch and slip method.	Dips, dippers, hygiene, safety, cut, wash, recipe, taste, texture.	Wax crayons Colour wash Experiment with mixing colours Learn about the technique of batik Marbling technique	Emotions, sewing, textiles, joining, structure, tools, materials, stable, stiff.	Provide a range of images Rolling and plaiting malleable material. Smoothing edges	
Year 5/6						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Knowledge (Pupils will know ...)	<u>William Morris</u> Illuminating letters. Illuminating relief sculptures.	<u>Let's Go Fly A Kite</u> Pupils will design, make and evaluate a kite. This project will build upon previously learnt	<u>Buildings</u> Completing the building: 2D Completing the building: 3D	<u>Programming Adventures</u> Pupils will be introduced to the world of programming.	<u>Art from other cultures</u> Aboriginal 'Dreaming' paintings. Can create an Aboriginal 'Dreaming'	<u>Forest School</u>



	<p>Motifs.</p> <p>Designing a motif.</p> <p>Creating the print block.</p> <p>Wallpaper printing.</p> <p>Work collaboratively to use printing blocks to create large sheets of wallpaper.</p>	<p>joining skills.</p> <p>Exploring different types and kites and how these kites are made is part of this project.</p>	<p>Sue Averall: Cityscapes 1</p> <p>Sue Averall: Cityscapes 2</p> <p>Gaudi in Barcelona 1</p> <p>-can create a building sculpture in the style of Gaudi.</p> <p>Gaudi in Barcelona 2</p>	<p>In this project, pupils will explore the basics of programming and then apply such skills and knowledge to the programming of their own robot.</p>	<p>painting</p> <p>Greek amphora</p> <p>Create a design for a Greek Vase using scratch paper.</p> <p>Create traditional Greek patterns and figures to decorate their vase.</p> <p>Arabic Mehndi patterns</p> <p>Design their own intricate Mehndi hand pattern designs.</p> <p>Blue willow China plates.</p> <p>Native American totem pole</p> <p>Use ideas from sketchbook to design an 'onion domed tower'</p>	
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<p>Skills</p> <p>Pupils will learn to...</p> <p>BSquared Targets</p>	<p>Can represent individual motifs from the printed wallpaper designs of William Morris.</p> <p>Can create a design for a block print.</p> <p>Develops an idea within a piece of work.</p> <p>Reviews artwork and says what they feel about them.</p>	<p>Discusses the method, equipment and materials they can use to make an item stable or stronger.</p> <p>Joins or combines resistant materials.</p> <p>Cuts resistant materials.</p> <p>Chooses materials to fit the aesthetic quality of their design.</p> <p>Decides on a design criteria for a product.</p>	<p>Can complete 3D skyscraper pictures using one vanishing point.</p> <p>Can sketch and plan out a city landscape using one vanishing point.</p> <p>Can draw 3D buildings to scale and in proportion.</p> <p>Use a range of painting techniques to create aerial perspective.</p> <p>Can add paint to large blocks of colour and small details when creating a large composition.</p> <p>Can apply a paint finish to the sculpture in the style of Antoni Gaudi.</p> <p>Can complete a ripped photograph of a famous landmark in two dimensions.</p> <p>can draw cuboids in</p>	<p>Writes programmes that accomplish specific goals.</p> <p>Includes simple circuits in their products.</p> <p>Evaluate your own ideas and products.</p> <p>Explains the reasons behind why modifications were made.</p> <p>Investigates and analyses a range of products using key words to describe their findings.</p>	<p>Can create an aboriginal painting.</p> <p>Can create a design for a specific criteria.</p> <p>Can create patterns using traditional Greek ideology.</p> <p>Can design their own intricate hand design patterns based on inspiration.</p> <p>Can use ideas from their sketchbook to create a specific design idea.</p> <p>Can add specific finishing effects to their work.</p>	
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			three dimensions.			
Vocabulary	<i>Collaboratively, print blocks, wallpaper, motif, William Morris.</i>	<i>Joining, stable, stronger, combine, resistant, aesthetic, criteria.</i>	<i>Gaudi, Barcelona, buildings, Sue Averall, sculpture, cityscape.</i>	<i>Programming, robot, circuit, modifications, analyse.</i>	<i>Pattern, Greek, Mehndi, blue willow, totem, washable ink, glitter, effect.</i>	