

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

ART & DT Curriculum Map – Year A

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	Build a repertoire of songs and dances. Explore different sounds of instruments. Explore colour mixing. Safely use and explore a variety of materials, tools and techniques.	Combine media. Construct with a purpose in mind, using a variety of resources. Initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences.	Uses simple tools and techniques competently and appropriately. Select resources and adapt work where necessary. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play.	Select tools and techniques needed to shape, assemble and join materials they are using, experimenting with colour, design, texture, form and function. Play cooperatively as part of a group to invent, adapt and recount narratives and stories.	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. Use what they have learnt about media and materials, explaining the processes they have used.	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Homewood	Miro Printing using repeating or overlapping shapes. Use objects to create prints by pressing, rolling and stamping. Collage – creating shapes Pablo Picasso		Cooking Making bread Assembling, measuring, weighing		Clay tiles Create a seaside scene Using tools and techniques	
Warrenwood	Art in nature by William Morris, Andy Goldworthy and Henri Rousseau. 2D and 3D art pieces inspired by nature, using a range of materials and techniques.		Cave paintings – using different mediums e.g chalk, charcoal		Sculpture – creating clay Viking artifacts. Explore traditional Viking patterns and designs, including the use of runes. Creating watercolour landscapes of the Northern Lights. Building Viking longships	

Harefield	George Stubbs \ naturalism Charcoal, water colour Sketching, painting	Phidias Modroc Sculpture	Matthew Picton Oils Oil painting	Ration cooking Charles Ginner Textiles – Make do and mend (recyclyed Art)	Monet Mixed media Collage	Andre’s Curruchich Weaving Print
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Encouraging Everyone's Light To Shine (Matthew 5:16)

ART & DT Curriculum Map – Year B

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	Build a repertoire of songs and dances. Explore different sounds of instruments. Explore colour mixing. Safely use and explore a variety of materials, tools and techniques.	Combine media. Construct with a purpose in mind, using a variety of resources. Initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences.	Uses simple tools and techniques competently and appropriately. Select resources and adapt work where necessary. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play.	Select tools and techniques needed to shape, assemble and join materials they are using, experimenting with colour, design, texture, form and function. Play cooperatively as part of a group to invent, adapt and recount narratives and stories.	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. Use what they have learnt about media and materials, explaining the processes they have used.	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Homewood	Colour mixing Wassily Kandinsky		Design and create a moving toy, explore and use mechanisms.		Weaving – explore a range of materials and textiles, evaluate ideas and designs.	
Warrenwood	Textiles – stitching animal puppets, develop sketches and pattern pieces through design ideas and aesthetic qualities. Designing and creating houses for the little pigs.		Design Roman inspired mosaic patterned tiles using a range of different tools and techniques.		Designing and making packaging for a food product by evaluating existing products. Preparing and cooking food	
Harefield	Mahmoud Mokhtar Faces in pencil	Andy Goldsworthy Sculpture	Make oracle bones Kandinsky	Dominika Fedko-Wojs Collage – landscape	Banksy – Graffiti Mixed media	Spencer Asah Weaving

	Sketching Charcoal Water Colour		Print Making		DT – Street Art	Dream catcher Totem poles Oil paint
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	End of Key stage expectations.
Early Years	<p>By the end of Reception, pupils should be taught:</p> <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

**Key
Stage
1**

Art & Design: By the end of Y2, pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Design & Technology - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

- **Design** - purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- **Make** - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- **Evaluate** - explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria.
- **Technical knowledge** - build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

**Key
Stage
2**

Art & Design: Pupils should be taught: By the end of Y6, pupils should be taught to 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.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Design & Technology: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

- **Design** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- **Evaluate** - investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages], understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors], apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Pupils should be taught to:

Key stage 1 - use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

Key stage 2 - understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed