



Worth Valley Primary School Long Term Plan- ART AND DESIGN TECHNOLOGY



Art guidance	<p>Each year group will cover over 4 topics over the year (1/2 term for each). Drawing will be covered each year to develop skills.</p> <p>Artists should be used in each topic, choose an artist which links to the topic you are covering. Start the topic with your artist. Look at artists work and discuss what they can see.</p> <p>Sketch book should be used to develop skills which are built up over the half term and are applied in a final piece</p> <p>Sketch books and any art display should show examples of the artist's work, children's written reflections, skills which are developed to form part of their journey towards their own final piece?</p> <p>Marking- effort and process? Acknowledgement marking?</p>
DT guidance	<p>Each year group will cover two topics over the year (1/2 term for each).</p> <p>Use booklets for each topic using the following process:</p> <p><u>Investigate</u> – Do they need to research existing products? Do they need to sample existing products? How have existing products been made? Draw or sketch existing products.</p> <p><u>Design</u> – design their own, draw and label their product. Design more than one idea for their product. Discuss material, equipment, develop their ideas. Use annotated sketches and sequence actions for how it will be made.</p> <p><u>Create</u> – select and name tools and materials. Select materials from a limited range that will meet the design criteria. Plan the stages of the making process. Use appropriate finishing techniques.</p> <p><u>Evaluate</u> - Talk about their design as they develop and identify good and bad points. Note changes made during the making process as annotation to plans/drawings. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. How their product could be improved next time.</p> <p>Are there any writing opportunities for example instruction writing, advertising their product?</p>

Key Stage 1 Progression in Art and Design Skills

		Exploring and Developing Ideas				Evaluating and Developing Work	
		Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities		Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work			
		Drawing					
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media		<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media		<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes		<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	
						<u>Texture</u> Investigate textures by describing, naming, rubbing, copying	
		Painting		Printing		Digital Media	
Year 1	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties <u>Colour</u> Identify primary and secondary colours by name Mix primary shades and tones Mix secondary colours <u>Texture</u> Create textured paint by adding sand, plaster		Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns		Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools		

	Textiles	3-D	Collage
Year 2	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Texture</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Colour</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Shape</p> <p>Create and arrange shapes appropriately</p> <p>Texture</p> <p>Create, select and use textured paper for an image</p>

Progression in Art and Design Skills Lower Key Stage 2

Exploring and Developing Ideas		Evaluating and Developing Work		
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p>		
Continuing to develop Drawing Skills				
<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p><u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p>	<p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p>	<p><u>Texture</u></p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>
Textiles		3-D		Collage
Year 3	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	
Painting		Printing		Digital Media
Year 4	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours</u> and <u>textures</u> by using effects and simple filters to manipulate and create images for a purpose</p>	

Progression in Art and Design Skills Year Upper Key Stage 2

Exploring and Developing Ideas		Evaluating and Developing Work	
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in a journal.</p>	
Continuing to develop Drawing Skills			
<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>	
	Textiles	3-D	Collage
Year 5	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>

	Digital Media	Painting	Printing
Year 6	<p>Record, collect and store visual information using digital cameras etc</p> <p>Present recorded visual images using software e.g. Photostory, Powerpoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>

Design and Technology

Year 1	<p>Food</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel • Group familiar food products e.g. fruit and vegetables • Explain where food comes from • Cut, peel, grate, chop a range of ingredients • Work safely and hygienically • Understand the need for a variety of foods in a diet • Measure and weigh food items, non-statutory measures e.g. spoons, cups 	<p>Structures</p> <ul style="list-style-type: none"> • Explore how to make structures stronger • Investigate different techniques for stiffening a variety of materials • Test different methods of enabling structures to remain stable • Join appropriately for different materials and situations e.g. glue, tape • Mark out materials to be cut using a template • Use a glue gun with close supervision
Year 2	<p>Textile</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel • Group familiar food products e.g. fruit and vegetables • Explain where food comes from • Cut, peel, grate, chop a range of ingredients • Work safely and hygienically • Understand the need for a variety of foods in a diet • Measure and weigh food items, non-statutory measures e.g. spoons, cups 	<p>Mechanisms</p> <ul style="list-style-type: none"> • Join appropriately for different materials and situations e.g. glue, tape • Try out different axle fixings and their strengths and weaknesses. • Make vehicles with construction kits which contain free running wheels. • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels • Roll paper to create tubes • Cut dowel using hacksaw and bench hook • Attach wheels to a chassis using an axle • Mark out materials to be cut using a template • Fold, tear and cut paper and card • Cut along lines, straight and curved • Use a hole punch • Insert paper fasteners for card • Experiment with levers and sliders to find different ways of making things move in a 2D plane
Year 3	<p>Mechanical and Electrical Systems and ICT</p> <ul style="list-style-type: none"> • Develop vocabulary related to the project • Use mechanical systems such as gears, pulleys, levers and linkages • Incorporate a circuit into a model • Use electrical systems such as switches bulbs and buzzers • Use ICT to control products • Use lolly sticks/card to make levers and linkages 	<p>Textiles</p> <ul style="list-style-type: none"> • Develop vocabulary for tools materials and their properties • Understand seam allowance • Join fabrics using running stitch, over sewing, blanket stitch • Prototype a product using J cloths • Use prototype to make pattern • Explore strengthening and stiffening of fabrics • Explore fastenings (inventors?) and recreate some

	<ul style="list-style-type: none"> • Use linkages to make movement larger or more varied 	<ul style="list-style-type: none"> • Sew on buttons and make loops • Use appropriate decoration techniques
Year 4	<p>Structures</p> <ul style="list-style-type: none"> • Develop vocabulary related to the project • Create shell or frame structures • Strengthen frames with diagonal struts • Make structures more stable by giving them a wide base • Measure and mark square section, strip and dowel accurately to 1cm 	<p>Food</p> <ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury) • Follow instructions/recipes • Make healthy eating choices – use the Eatwell plate • Join and combine a range of ingredients • Explore seasonality of vegetables and fruit • Find out which fruit and vegetables are grown in countries/continents studied in Geography • Develop understanding of how meat/fish are reared/caught
Year 5	<p>Texture</p> <ul style="list-style-type: none"> • Use the correct vocabulary appropriate to the project • Create 3D products using patterns pieces and seam allowance • Understand pattern layout • Decorate textiles appropriately (often before joining components) • Pin and tack fabric pieces together • Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision) • Combine fabrics to create more useful properties • Make quality products 	<p>Mechanical and Electrical Systems and ICT</p> <ul style="list-style-type: none"> • Develop a technical vocabulary appropriate to the project • Use mechanical systems such as cams, pulleys and gears • Use electrical systems such as motors • Program, monitor and control using ICT
Year 6	<p>Food</p> <ul style="list-style-type: none"> • Prepare food products taking into account the properties of ingredients and sensory characteristics • Weigh and measure using scales • Select and prepare foods for a particular purpose. • Work safely and hygienically • Show awareness of a healthy diet (using the eatwell plate). • Use a range of cooking techniques • Know where and how ingredients are grown and processed • Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc 	<p>Structure</p> <ul style="list-style-type: none"> • Use the correct terminology for tools materials and processes • Use bradawl to mark hole positions • Use hand drill to drill tight and loose fit holes • Cut strip wood, dowel, square section wood accurately to 1mm • Join materials using appropriate methods • Build frameworks to support mechanisms • Stiffen and reinforce complex structures