

Caslon Primary Community School Whole School Art & Design Technology Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Moving Pictures – siple sliders and levers (DT)</p> <ul style="list-style-type: none"> • recognise different types of movement within simple moving objects • measure and mark out accurately • use tools for cutting safely and effectively • experiment using temporary fixings • test out their design ideas before proceeding • test the mechanisms and make adjustments where necessary • evaluate it themselves and seek evaluation from others 	<p>Spirals (A)</p> <ul style="list-style-type: none"> • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others. 	<p>Making Birds (A)</p> <ul style="list-style-type: none"> • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork. 	<p>Let’s Look at Vehicles (DT)</p> <ul style="list-style-type: none"> • use different forms of media to look at and discuss features of cars • design on paper through drawing using a range of art materials • build and construct with a wide range of objects, selecting, appropriate resources, tools and techniques • think about the final model and identify any changes from design to model • say if they happy or unhappy with end product and why 	<p>Fantastic Fruits (DT)</p> <ul style="list-style-type: none"> • learn about the wide variety of fruit available • how fruit is prepared • how to create a fruit based dish • the role of fruit in a balanced diet. • explore fruit using their senses • develop appropriate vocabulary. • plan and make their own creative fruit dish 	<p>Music and Art (A)</p> <ul style="list-style-type: none"> • That artists sometimes use sound to inspire their work. • That artists sometimes work in partnership with musicians. • That we can use both aural and visual senses to make art. • That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. • That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans
Year 2	<p>Be an architect (A)</p> <ul style="list-style-type: none"> • That architects design buildings and other structures which relate to our bodies and which enhance our environment. • That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. • That we can use drawing as a way to help us process and understand other people’s work. • That we can use digital tools such as drones and film to inspire us. • That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. • That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials. 	<p>Draw and Explore (A)</p> <ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<p>Expressive painting (A)</p> <ul style="list-style-type: none"> • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page. 	<p>Sandwich Snacks (DT)</p> <ul style="list-style-type: none"> • Learn that there is a variety of sandwiches (structure and content) • Learn that people have different preferences • Develop an awareness of healthy packed meals • Develop an awareness that different foods can combine to make interesting and healthy sandwiches and snacks • Recognise and develop basic food vocabulary 	<p>Whose Home – Model homes (DT)</p> <ul style="list-style-type: none"> • apply experience of own homes in a practical way • develop and use basic constructional skills using sheet and reclaimed materials to make freestanding structures stronger, stiffer and more stable, together with appropriate joining techniques. • use construction kit materials to build understanding of strength and stability in structures. • consider the user and purpose to design and make • learn and use the technical vocabulary relevant to the project 	<p>Puppets (DT)</p> <ul style="list-style-type: none"> • have discussed their ideas as they developed and be able to say what their design has to do • have created a puppet that works (ie is the right size and reflects the character) using a given technique • have stitched two pieces of fabric together and added features using appropriate materials and techniques
Year 3	<p>Fair Trade Cookies (DT)</p> <ul style="list-style-type: none"> • use their experiences of using food to help generate ideas • explain why they have chosen certain foods and processes • follow an order of work and have chosen equipment appropriately • make and evaluate a new cookie, incorporating fair trade ingredients for a particular user/person • use tools and equipment safely and try to be accurate in their making • measure accurately, converting measures (kg-g and g-kg) and applied ratio and proportion to adapt recipes for different quantities with some support 	<p>Working with shape and colour (A)</p> <ul style="list-style-type: none"> • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints. 	<p>Torches/Lamps/Nightlights (DT)</p> <ul style="list-style-type: none"> • design and make a purposeful product using an electric circuit • explore torches with different users and uses • identify the components of electrical circuits and how they come together • use construction methods for making the different parts of a torch • use reclaimed materials to allow children to create circuits and finished products without resorting to costly materials 	<p>Gestural drawing with charcoal (A)</p> <ul style="list-style-type: none"> • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<p>Cloth, thread and paint (A)</p> <ul style="list-style-type: none"> • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don’t have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art 	<p>Moving history books – levers and linkages (DT)</p> <ul style="list-style-type: none"> • use the contexts of heritage, culture and industry to engage pupils in creative and practical activities • encourage an iterative process of designing and making • encourage pupils to generate, develop, model and communicate their ideas through discussion, storyboards, annotated sketches and prototypes • use research and develop design criteria to design a product aimed at a specific user that is fit for purpose – both appealing and functional • encourage innovation and creativity.
Year 4	<p>Still life (A)</p> <ul style="list-style-type: none"> • That when artists make work in response to static objects around them it is called still life. • That still life has been a genre for many hundreds of years, and is it still relevant today. • That when artists work with still life, they bring their own comments and meaning to the objects they portray. • That we can make a still life creative response in many media: drawing, painting, collage, relief... • That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. 	<p>Exploring patterns (A)</p> <ul style="list-style-type: none"> • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes. 	<p>Story telling through drawing (A)</p> <ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery 	<p>Aprons (DT)</p> <ul style="list-style-type: none"> • learn how textiles are used for designing and making products for different purposes and users • consider the properties of different fabrics, their uses and how they can be joined • source materials, including recycled fabrics and buckles • explore types of fastenings • use cutting out, different stitching and joining methods 	<p>Dips and dippers (DT)</p> <ul style="list-style-type: none"> • use information from an evaluation activity to select and prepare a range of ingredients for a purpose • combine ingredients to create an appealing dip • consider how well their dip meets the original purpose • have an understanding of an ‘eat-well plate’ model for healthy eating and apply this to ideas about how the dip contributes to a healthy diet 	<p>Packaging – Banish broken biscuits! Box them brilliantly (DT)</p> <ul style="list-style-type: none"> • investigate a range of commercially made packaging and recognised that many examples are constructed from nets • make paper models (mock-ups) of their ideas, including complex 3D shapes, before measuring, marking out, cutting, assembling and stiffening the package with accuracy • produce labelled drawings in a design specification showing alternative packaging ideas including a step-by-step approach to how their packaging will be made including materials, tools and techniques • produce packaging that is visually lively, accurately made and appropriate for its purpose • evaluate their packaging against their original design criteria.

Year 5	<p>Architectural dream big or small (A)</p> <ul style="list-style-type: none"> • That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. • That we can make creative choices which both serves ourselves as individuals and the communities we belong to. • That we can use form, structure, materials, and scale to design innovative buildings. • That we can build architectural models to test out our ideas and share our vision. 	<p>Ginger biscuits (DT)</p> <ul style="list-style-type: none"> • use their experiences of using food to help generate ideas • explain why they have chosen certain foods and processes • follow an order of work and choose equipment appropriately • make and evaluate a new biscuit for a particular occasion/person • use tools and equipment safely and try to be accurate in their making • produce a 'window' for their Advent Calendar classroom display. 	<p>Bird Hides (DT)</p> <ul style="list-style-type: none"> • investigate several bird hides (including those which are permanent and those which are temporary) • make, use and recognise the use of tubes as a material from which to make a framework • reinforce and strengthened frameworks using triangulation; have included in their designs drawings showing some alternative shelter ideas; have chosen to make an appropriate scale hide for a specific purpose; have incorporated a framework and a textiles cover or cladding as appropriate 	<p>Exploring Identity (A)</p> <ul style="list-style-type: none"> • That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. 	<p>Mixed media – land and cityscapes (A)</p> <ul style="list-style-type: none"> • That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes. • That artists often work outside (plein air) so that all their senses can be used to inform the work. • That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. • We can share our artistic discoveries with, and be inspired by each other. • We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough. 	<p>Designer bags (DT)</p> <ul style="list-style-type: none"> • use information from investigating bags to inform their own designing and making • develop their skills in working with textiles • design and make a bag using appropriate materials and techniques • be able to evaluate critically both the appearance and function of the bag against the original specifications
Year 6	<p>Gears and Pulleys (DT)</p> <ul style="list-style-type: none"> • design and make mechanical systems • create strong and stable structures that can house mechanical systems • use electrical circuits and programmable components to drive movement • obtain impressive, engaging and valid outcomes 	<p>Set design (A)</p> <ul style="list-style-type: none"> • That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). • That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. • That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. • That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. 	<p>2D drawing to 3D making (A)</p> <ul style="list-style-type: none"> • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<p>Alarming Vehicles (DT)</p> <ul style="list-style-type: none"> • discuss examples of alarm systems – where and why they are used • identify the types of alarms that could be used to reflect the purpose of different vehicles and the needs of the drivers. • classify different sorts of input switches and how the alarm is triggered in different conditions, and outputs • investigate examples of switches which work in different ways e.g. slide, reed, tilt, push-to-make, push-to-break. • dismantle alarms to see how they work, and use them in simple circuits. • learn how different types of switches might be useful in different types of alarm systems 	<p>Making monotypes (A)</p> <ul style="list-style-type: none"> • That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. • That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. • That we can combine monotype with other disciplines such as painting and collage. • That we can make art by expressing our own personal response to literature or film. 	<p>Celebrating Soups (DT)</p> <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Make, decorate and present the food product appropriately for the intended user and purpose. • Carry out sensory evaluations of a range of relevant products and ingredients. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets.
Beech Tree – Ocean Class	<p>Moving Pictures – siple sliders and levers (DT)</p> <ul style="list-style-type: none"> • recognise different types of movement within simple moving objects • measure and mark out accurately • use tools for cutting safely and effectively • experiment using temporary fixings • test out their design ideas before proceeding • test the mechanisms and make adjustments where necessary • evaluate it themselves and seek evaluation from others 	<p>Spirals (A)</p> <ul style="list-style-type: none"> • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others. 	<p>Making Birds (A)</p> <ul style="list-style-type: none"> • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork. 	<p>Let’s Look at Vehicles (DT)</p> <ul style="list-style-type: none"> • use different forms of media to look at and discuss features of cars • design on paper through drawing using a range of art materials • build and construct with a wide range of objects, selecting, appropriate resources, tools and techniques • think about the final model and identify any changes from design to model • say if they happy or unhappy with end product and why 	<p>Fantastic Fruits (DT)</p> <ul style="list-style-type: none"> • learn about the wide variety of fruit available • how fruit is prepared • how to create a fruit based dish • the role of fruit in a balanced diet. • explore fruit using their senses • develop appropriate vocabulary. • plan and make their own creative fruit dish 	<p>Music and Art (A)</p> <ul style="list-style-type: none"> • That artists sometimes use sound to inspire their work. • That artists sometimes work in partnership with musicians. • That we can use both aural and visual senses to make art. • That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. • That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans
Beech Tree – Forest Class	<p>Fair Trade Cookies (DT)</p> <ul style="list-style-type: none"> • use their experiences of using food to help generate ideas • explain why they have chosen certain foods and processes • follow an order of work and have chosen equipment appropriately • make and evaluate a new cookie, incorporating fair trade ingredients for a particular user/person • use tools and equipment safely and try to be accurate in their making • measure accurately, converting measures (kg-g and g-kg) and applied ratio and proportion to adapt recipes for different quantities with some support 	<p>Working with shape and colour (A)</p> <ul style="list-style-type: none"> • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints. 	<p>Torches/Lamps/Nightlights (DT)</p> <ul style="list-style-type: none"> • design and make a purposeful product using an electric circuit • explore torches with different users and uses • identify the components of electrical circuits and how they come together • use construction methods for making the different parts of a torch • use reclaimed materials to allow children to create circuits and finished products without resorting to costly materials 	<p>Gestural drawing with charcoal (A)</p> <ul style="list-style-type: none"> • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<p>Cloth, thread and paint (A)</p> <ul style="list-style-type: none"> • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don’t have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art 	<p>Moving history books – levers and linkages (DT)</p> <ul style="list-style-type: none"> • use the contexts of heritage, culture and industry to engage pupils in creative and practical activities • encourage an iterative process of designing and making • encourage pupils to generate, develop, model and communicate their ideas through discussion, storyboards, annotated sketches and prototypes • use research and develop design criteria to design a product aimed at a specific user that is fit for purpose – both appealing and functional • encourage innovation and creativity.