

Bounds Green Art and DT Overviews

Year 1 Art and DT is taught in Class by CT.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|--|---|---|---------------------|---|--|
| Y1 | Drawing Painting CAD DT - Cooking | Sculpture Drawing Collage | Drawing DT | DT continued | Drawing DT Collage | Painting DT |
| | <p>Drawing a self-portrait, focus on skin tones</p> <p>Andy Warhol style painted self-portraits (pop art)</p> <p>CAD - Unit: We are Painters Using 2paint a picture Use 2paint to make a picture</p> <p>Cooking food from around the world</p> | <p>Diva Lamps made of clay</p> <p>Mehndi Patterns</p> <p>Christmas Decorations for the hall</p> <p>Portraits of Florence Nightingale</p> <p>Christmas Cards</p> <p>Hannukah Cards</p> | <p>Observational drawings of favourite toys.</p> <p>DT- Textiles Design and make own teddy: ongoing project</p> <ul style="list-style-type: none"> • Design • Sewing – basic running stitch • making • stuffing • evaluating | | <p>Observational drawing</p> <p>DT – Textiles T-Shirts and patterns. Design and decorate T-Shirts using</p> <ul style="list-style-type: none"> • tie-dye • print • or fabric pens. <p>Mother’s Day cards</p> | <p>Paintings of Plants Focus Artist: Life & Work of Georgia O’Keefe</p> <p>Healthy eating week</p> |

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|----|--|--|---|--|---|--|--|
| Y2 | Drawing | Arts Award - Discover | Painting | Printing | DT | DT | DT |
| | <p>Experimental Exploration of mark making. Free experimentation with a wide range of drawing materials including pencil, pen, ink, charcoal, pastels, graphite sticks. Controlled recording of different marks and strokes that can be made with different materials. Selecting the appropriate materials for a given drawing task.</p> <p>Technical Blocks – Looking at how to break down a form into basic 2D shapes to plan out a drawing more accurately. – Theme animals.</p> <p>Basic introduction to Drawing 3D shapes and understanding. Use a still life of 3D shapes to draw and explore very basic tone. – where is darker, in shadow.</p> | <p>The first level in the Arts Award journey. Children take part in Arts activities, record and share their experience and receive a certificate from Trinity college.</p> <p>2021/22 Theme is 'Geometric Art'</p> <p>Be able to identify and categorise a range of 'Arts' activities.</p> <p>View and research the work of various artists and record their thoughts.</p> <p>Take part in 2 visual arts activities, one 2D, one 3D based on geometric art. Record their progress and experiences in a logbook.</p> <p>Share what they have learnt and enjoyed.</p> <p>Awards ceremony to celebrate their achievement.</p> | <p>Getting know paint. An intro to the colour wheel and colour mixing using watercolours. Keeping it simple but hinting at colour bias. –does the orangey red really make purple? Primary/secondary colours</p> <p>How to use watercolours, introducing tools – different brushes and pallets for different paints. Record many different brush strokes and tones.</p> <p>Acrylics – colour mixing – recap colour theory. Acrylics application – how to use acrylic paint with a brush and experimental application with pallet knife and card. Adding other materials to paint. What happens when we mix other things into poster paint? Sawdust, glue, plaster, soap etc..</p> <p>Creating a painting Using agates as inspiration Children will have free choice over the type of paint/ techniques and additives they use to create own abstract agate based painting</p> | <p>Press print and texture Introduction to what print is. Different types of printing. Investigate the work of different artists that use print.</p> <p>Press printing – exploring how the patterns on objects affect the print they leave behind.</p> <p>Exploring texture and how different textures create different printed patterns. Create printed sheets to use in a collage</p> <p>Collagraph - exploring different textures to create a focus flower using a small collagraph board.</p> <p>Using the printed materials create a layered collage representing a textured jungle scene and showcasing the focus flower.</p> | <p>Wheels and Axles Research and design and prototyping.</p> <p>Children will consider the different uses of wheels, then focus on vehicles. Look at the difference between free moving and fixed axles.</p> <p>Explore and test how many different ways they can create both types of axles using a range of different materials as axle holders. Design a unique wheeled vehicle and decide which kind of axle it will have and what materials and attachment method will be used.</p> | <p>Making</p> <p>Using junk modelling skills and papier-mâché build a vehicle chassis and body.</p> <p>After research and prototyping choose and attach the axle holders for the type of axle and select appropriate sized wheels.</p> <p>Decorate vehicle to look like design.</p> | <p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and through a series of interactive work -shops</p> |

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| Y3 | Printing | 3D | DT Textiles | DT Textiles | Painting | Drawing | DT |
| | <p>Monotypes. Investigate monotypes by 4 artists. 2 Historical and 2 contemporaries. -Edgar Degas -Picasso -Favianna Rodriquez -Barbarbra Van Bushkirk</p> <p>Exploring 4 different methods of monotypes through guided lessons. Sea/coastal theme.</p> <ol style="list-style-type: none"> 1. Drawn – Subtractive- Paper is placed on top of an inked plate and is drawn directly onto transferring the ink. 2. Roller + Stencil – Additive - Use roller to layer up the ink, stencil to leave areas clear. 3. Painted – Additive - ink can be used neat or with water to create a painting that is then printed from. 4. Removed – Subtractive Ink board– remove the ink to leave areas white. <p>Evaluate our practice and knowledge.</p> | <p>Clay Look at the work of -Magdalene Odundo (coil pots) -Johnson Tsang (Dragon pot) various ceramic fish tiles - various contemporary ceramic artists</p> <p>Introduction to what clay is and how to handle it. Introduction to tools and techniques. Practice how to do; Slabbing, rolling, sausage rolling, cutting, coiling, smoothing, imprinting and joining – score, slip, stick and smooth.</p> <p>Basic designs for a fish tile, coil pot and a dragon sculpture.</p> <p>Make and decorate -</p> <ol style="list-style-type: none"> 1. Ceramic fish shaped tile with imprinted patterns. 2. Smooth coiled pot 3. Hand moulded dragon sculpture with joins. <p>Evaluate our practice and knowledge.</p> | <p>Bags. 2D to 3D design</p> <p>Research and design and prototyping.</p> <p>Investigate bags – their varied functions and designs.</p> <p>Explore different features and properties of bags and how to select the correct fabric for the right purpose.</p> <p>Design a bag for a particular use. Prototype the design using paper. What problems are there and how can they be resolved?</p> <p>Practice the blanket stitch every lesson using sewing cards.</p> <p>Practice threading a needle and tying a simple knot</p> | <p>Bags Making.</p> <p>Fold the fabric into the needed shape and identify the edges that require sewing. Consider where the opening will be.</p> <p>Using blanket stitch, sew the seams.</p> <p>Select the type of handle or strap needed and use fabric or other materials to attach.</p> <p>Consider a pocket. Flaps. Button. – learn how to attach a button and where to create a simple button hole.</p> <p>Extension - decorate with trim, applique and beads.</p> <p>Evaluate.</p> | <p>Botanical art Look at and analyse The work of 4 botanical artists – Historical and contemporary. Sydney Parker/ Marianne North / Victoria Braithwaite / Mark Frith Thinking about the purpose of botanical art. similarities and differences. Paying attention to tone and form as well as what we can infer from the painting.</p> <p>Introduction to colour bias theory. – The idea that we need 2 shade of each primary to accurately mix colours. Primary/ secondary/tertiary Basic coverage of tints and using complimentary opposites to darken colours.</p> <p>Using observational paintings of real plants and flowers to investigate water colours and acrylics. Using strong lighting to create tonal variety. Weather permitting – watercolour in situ – painting from real life outside in the playground.</p> <p>Working back on top of our paintings – how drawing can enhance our work.</p> | <p>Experimental Using the human figure to experiment drawing gesture, movement and line of action.</p> <p>Technical Basic introduction to human proportions</p> <p>Blocks- building on yr2, looking at how to break objects down to their basic 2D shapes to make an accurate sketch.</p> <p>3D – how to progress that 2D drawing into a 3d object – using a still life set up. Tone – explore how light, mid and dark tones change and where they appear on the objects in relation to the light source.</p> | <p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and through a series of interactive work -shops</p> |

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| Y4 | Painting | Drawing | printing | DT Circuits | DT Circuits | 3D | DT |
| | <p>Abstract landscapes. Investigate and analyse the work of Kandinsky and discuss the meaning of 'abstract' and how colours (along with lines and marks) can evoke feelings, meanings and sense of place.</p> <p>Go deeper into colour bias theory. Building on our knowledge of how to mix colours recap the application of completely colours to darken each other and use of white to create tints. Explore how complimentary opposites can be used alongside each other for impact. Using acrylics.</p> <p>Imagine a landscape, the time of day/ year, the mood etc.. and plan the composition and colour choices. Develop a large finished painting of an abstract landscape that evokes a strong feeling.</p> <p>Evaluate our practice and knowledge.</p> | <p>Experimental Exploring how line and marks can symbolise different things – e.g. blue wavy line = water. How lines and marks can convey different emotions, feelings, moods, sounds and actions. Discuss quality of line. Select appropriate materials to show a variety of given emotions. And to draw music while it is playing – taking a line for a musical walk.</p> <p>Technical Recap of 3D shapes and move onto placing them in a plain with a single vanishing point. Perspective 1-point perspective- what is perspective? How does it work. Basic drawing with 1 vanishing point. Rail track example. 2-point perspective - introduction to using 2 vanishing points. – city buildings example</p> | <p>Relief printing Investigate the work of different artists that use relief printing. -Kathy Kollwitz -Hokusai - Josef Albers</p> <p>Theme – Arts and crafts moment and William Morris Design and print a pattern based on British woodland inspired by the work of William Morris.</p> <p>Focus on repeating pattern, symmetry, simple and bold. Use a foam board to create a printing plate. Children will take turns to print in groups.</p> <p>While awaiting group printing work.</p> <p>Independently - Work with a smaller foam board to experiment using paint, repeated printing and printing onto fabric. Evaluate our practice and knowledge.</p> | <p>Designing and make a working lamp that includes a switch.</p> <p>Research and design and prototyping. Explore the properties and suitability of different materials. Learn to use templates, measure accurately, twist wire and use tools such as junior hack saws, hand drills and glue guns safely.</p> <p>Learn about the importance of prototyping and testing ideas.</p> <p>Create an action plan.</p> | <p>Making Start making the lamp. Follow action plan for order of production. Most likely order will be - -Base -Shade -electrics</p> <p>Using knowledge of electrical circuits create a working light that can be controlled with a switch. Apply a working circuit to actual object.</p> <p>Evaluate</p> | <p>Mosaics Investigate the work of different artists that use mosaics. -The Romans -Antoni Gaudi - -Emma Biggs -Emma Karp</p> <p>What can be learnt about placement of shape, form, and colours together.</p> <p>Children will take turns to work on the large scale mosaic and have different jobs including removing the tiles from packaging and washing and preparing and sticking tiles onto the baseboard. Focus on safety, use of different colours to define shapes</p> <p>While awaiting group work. Individual mosaic style pictures using cut paper.</p> | <p>Cooking Healthy eating week</p> <p>Takes place in class and through a series of interactive work -shops</p> |

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| Y5 | Drawing | Printing | Sculpture | Printing | DT Frame Structures | DT Frame Structures | DT |
| | <p>Experimental</p> <p>Using the skeleton as a basis for Investigational drawing activities to loosen the line and let go of control</p> <ul style="list-style-type: none"> - Super quick, 30 seconds - Without looking at paper - Continuous line - Using 'wrong' hand <p>Technical</p> <p>Quick recap of basic 3D drawing. Composition – what is composition? Why is it important? Intro to the basic rules – thirds, triangles, golden ratio. Analyse images.</p> <p>Project – basic illustration Develop an idea into a simple book illustration. A focus on composition and using lines and mark making to convey the story. Choosing the appropriate materials and techniques to do so.</p> | <p>Dry point</p> <p>Understand the difference between relief and intaglio printing. Be familiar with print making vocabulary. Learn about the printing process and the importance of working clean.</p> <p>Investigate the work of different artists that use intaglio printing. (Dry point/etching) Rembrandt</p> <p>Create a design based on.... Safely use a scrapping tool to engrave the design onto a Perspex printing plate. Use hatching and cross hatching to create areas of darker tone. Printing done in groups. While awaiting group work. Independently – use foil scrapper board to create a 'metal engraving' using the same techniques used for the dry point. Evaluate our practice and knowledge.</p> | <p>Papier-mâché figures</p> <p>African sculpture Compare historical and contemporary Sculpture -Benin Bronzes -Wangechi Mutu</p> <p>Explore the ideas of powerful female characters in mythology and how women are often represented.</p> <p>Sketch out some basic ideas for form and shape for a sculpture depicting a powerful female figure.</p> <p>Learn how to bend and shape wire to make a basic armature.</p> <p>Add scrunched paper to bulk out the form.</p> <p>Use papier-mâché to cover and refine the shape and form of the figure.</p> <p>Decorate</p> <p>Evaluate.</p> | <p>Expressive self-portraits.</p> <p>What is a self-portrait? Why paint one? Compare paintings to photography.</p> <p>Investigate and analyse the self-portraits of a variety of artists. What can we see, what can we infer and learn from their paintings?</p> <p>Recap the meaning and power of lines and colours to express emotion, feeling and personality. Go deeper into colour bias theory and what colour is? Do we all see colour the same? Recap on our knowledge of how to mix colours and the application of completely colours to darken each other and use of white to create tints. Using acrylics. – adding water/ adding thickener.</p> <p>Develop and paint a self-portrait that expresses one's self. Drawing back onto the painting.</p> <p>Evaluate our practice and knowledge.</p> | <p>Design and make an insect/ small animal house</p> <p>Research and design and prototyping.</p> <p>Explore what make a shape strong and, how to reinforce. - Triangulation</p> <p>Use a construction kit to investigate hands on.</p> <p>Design and prototype (with construction kit) a frame structure to be built. Consider shape strength and needs of the creature.</p> <p>Learn how to measure accurately and how to safely use tools use tools such as junior hack saws and where/if appropriate the miniature power saw.</p> | <p>Making</p> <p>Cutting and joining to make a frame. Focus on clean flat cuts for easy joins using wood glue and card triangles.</p> <p>Where appropriate Cover with flat balsa wood to create a box, and to decide on contents for bugs to hide in.</p> <p>Evaluate</p> | <p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and through a series of interactive work -shops</p> |

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| Y6 | 3D | Printing | DT Gears, pulleys & Cams | DT Gears, pulleys & Cams | Drawing | Painting | DT |
| | <p>Masks To explore the uses, materials differences and similarities of world masks</p> <p>Design and make a mask taking inspiration from world masks</p> <p>Modroc - How to correctly layer the material for strength and to build up individual features. To be able to incorporate and attach other objects – e.g. sticks, wire etc.. Decorate appropriately</p> | <p>Collagraph printing. Understand the difference between relief and intaglio printing and that a collagraph is a mix of both. Be familiar with print making vocabulary. Learn about the printing process using the press.</p> <p>Investigate the work of different artists that use collagraph printing - Glen Alps - Suzie Makenzie</p> <p>Use combined knowledge of all printing techniques learnt to create a layered collagraph print plate using card and glue, based on pictures of cells. Understand that rough surfaces will hold the ink and print dark; shiny or smooth surfaces will wipe clean. Use this knowledge to create varied tonal change.</p> <p>Printing done in groups. While awaiting group print. Independently investigate rubbings from the print board or after the print investigate printing using paint and without the use of the press</p> | <p>Design and make a simple toy that incorporates a turning element that works cam system.</p> <p>Research and design and prototyping.</p> <p>Understand the 4 main types of movement and how cams and other mechanisms allow us to change the direction and speed of movement. Explore that different shaped cams produce different types of movement.</p> <p>In pairs prototype a cam mechanism using cardboard to understand how it works and explore different movement.</p> <p>Watch bbc clip and If possible – Visit from Stephen Guy from Fire the Inventor for inspiration.</p> <p>Design a toy with a clear 3D picture that is appropriately labelled and explains the type of movement and mechanism needed.</p> | <p>Making</p> <p>Focus on accurate measuring and cutting to put together the frame.</p> <p>Build the cam shaft mechanism and accurately place within the frame.</p> <p>Understand the importance of precision in engineering mechanisms.</p> <p>Build and insert the follower, including the axle and produce a fully working system.</p> <p>Create the decorative topper.</p> <p>Understand how to take advantage of ‘free movement’ – bouncing, twirling etc... that happens extra as a cause of the movement.</p> <p>Evaluate</p> | <p>. Experimental and Technical Recap of all learnt. Guided exploration of different drawing materials that covers different mark making, gesture, movement, losing control and conveying meaning and feeling. Recap of 3D drawing and application of tone. Using a still life set up. Quick recap of perspective. Composition Looking at composition in different paintings. Quick drawing activity of drawing the still life set up using different compositional rules.</p> <p>Project –Activist Art -To independently develop an idea based on a subject/issue that they feel strongly about. Message and power of image are important and must be conveyed via the visual language.</p> <p>Learn about Picasso’s ‘Guernica’ and see the visual process of developing from sketch to painting. Investigate the work of various other famous activist artists and look at street art/murals.</p> <p>The idea will be the basis for a final art piece that will carry over into the painting topic.</p> | <p>. Project continued.... Remind and recap all we have learnt about different paints, mixing colours and tones, different tools, applications, meaning of colours and experimental painting practice. Watercolour guided recap. Acrylic - guided recap. As many different stokes and techniques into one image.</p> <p>Using the developed idea from the drawing topic select the appropriate paints, tools and techniques to finalise a 2D art piece using painting and drawing. Evaluate our practice and knowledge.</p> | <p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and through a series of interactive work - shops</p> |