

Bounds Green Art and DT Subject map overview. Yr1 - 6

In Year 1 Art and DT is embedded into topic work and is taught in class by class teacher.

Activities have a strong focus on motor skills such as cutting and pencil/brush control, and on observational skills.

The topic room provides a 'free flow' environment where children can choose which creative activities they engage with. These activities include **drawing** with a range of materials, **painting**, **sculpture** - junk model making, playdough and access to construction and mechanisms kits. (**DT skills**) during these activities children are free to make their own creative choices.

There are also artistic activities overseen by a TA that are linked to the topic, that encourage practice and reinforcement of skills taught in class.

Art and DT in year 1 acts as a bridge between the free flow choice of EYFS and the structured, independent lessons implemented in year 2 and up.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Drawing Painting CAD	Sculpture Drawing	DT - Textiles	DT continued	Drawing Painting Printing	Drawing Sculpture DT - Cooking
Topic	Family Footsteps	Light fantastic - Florence Nightingale	Toy Story	Strike a pose	Plants	Amazing animals
	<p>Drawing a self-portrait- Observation drawing using a mirror. Focus on facial proportion and skin tones</p> <p>Artist look -= Andy Warhol (pop art) Neon Painted self-portraits in the style of Warhol. Focus on brush control and choosing contrasting colours</p> <p>CAD - Unit: We are Painters Using 2paint a picture Use 2paint to make a picture</p>	<p>Sculpture - Diva Lamp holders – pinch pot -made of clay</p> <p>Drawing - Mehndi Patterns – colouring – focus on choosing colours and motor skills – pencil control.</p> <p>Sculpture- festive Salt Dough Decorations - moulding and cutting</p> <p>Group work - collaged decorations for the hall</p> <p>Christmas Cards Hannukah Cards</p>	<p>DT- Textiles Design and make own teddy:</p> <ul style="list-style-type: none"> • Design • Sewing – basic running stitch • making • stuffing • evaluating 	<p>DT – Textiles T-Shirts and patterns. Design and decorate T-Shirts using one of 4 methods.....</p> <ul style="list-style-type: none"> • Tie-dye –choose type of tie-dye pattern and tie bands. • Paint – using brightly coloured fabric paints • Print – Design and create a Foam board relief print. 	<p>Observational drawing of flowers linked to science topic. Focus on details of flower. Observing the subtle differences in shades and choosing the matching colours. Careful shading and pencil control</p> <p>Artist Look: Life & Work of Georgia O’Keefe. Introducing primary colours and that colours change when mixed together. Tints- using white to lighten a colour.</p>	<p>Observational drawing of parts of a fish, linked to science. Focus on careful observation and detail. Experiencing drawing on different paper surfaces, with different drawing materials. Each part of the fish (head/body/tail) is drawn across a different paper type using a different drawing tool.</p>

Bounds Green Art and DT Subject map overview. Yr1 - 6

<p>Yr 1 cont...</p>		<p>- Collage, cutting/sticking</p> <p>Optional activity in topic room - Portraits of Florence Nightingale</p>		<ul style="list-style-type: none"> • Computer transfer (CAD) - Design on computer and use transfer paper to apply design to T-shirt <p>Mother's day cards Collage, cutting – motor skills.</p>	<p>Painting close up of flowers using a template. Using only 3 colours</p> <p>Printing – A basic introduction to press printing. Using different objects to print shapes to create a flower picture. Using different shaped objects for different parts of the flower.</p>	<p>Sculpture – Animal Masks – Cardboard and collage masks with a focus on pattern and texture -</p> <p>DT -Healthy eating week Takes place in class and around the school, through a series of fun interactive work shops</p>
-------------------------	--	---	--	---	--	--

Bounds Green Art and DT Subject map overview. Yr1 - 6

Years 2- 6 Art and DT are taught in specialist Art and DT lessons (with the exception of DT-Cooking)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y2	Drawing	Sculpture	Painting	Printing	DT Mechanisms	DT	DT
	<p>Experimental Investigate drawings by 4 artists. 2 Historical and 2 contemporaries.</p> <ul style="list-style-type: none"> - Cy Twombly - Paul Klee - Emmi Whitehorse - Julie Mehretu <p>Exploration of mark making. Free experimentation with a wide range of drawing materials including pencil, pen, ink, charcoal, pastels, graphite sticks.</p> <p>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 the difference between 2d drawings, 3D objects and the use of perspective to give drawings the illusion of being 3D</p>	<p>Geometric wooden sculptures</p> <p>Looking at 2D and 3D geometric art as inspiration for creating a 3D form Using a range of different sized and shaped wood offcuts, wooden objects such as wheels and lolly sticks and other materials such as polystyrene shapes, cotton reels, etc..</p> <p>Explore building and placing shapes together, considering balance, centre of gravity and how different shapes and materials fit together. In stages, choose pieces and glue into place on a base.</p> <p>Evaluate.</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.</p> <p>Creating a watercolour and an acrylic painting. Using agates as inspiration</p> <p>Evaluate.</p>	<p>Press print and texture</p> <p>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>Evaluate.</p>	<p>Linkages and leavers. Design and make a moving picture.</p> <p>Research, skills and prototyping.</p> <p>Investigate moving pictures – cards, picture books etc..</p> <p>Looking at how split pins can be used to create fixed and moving pivots, the effect they have on creating movement and differences between the input and the output. Exploration of different configurations of linkages using techcard.</p> <p>Recap of cutting and joining skills and how to use a split pin.</p>	<p>Linkages and leavers. Design and making.</p> <p>Design and make a moving picture. Choose one of the configurations of linkages and use this as the basis for designing a fun picture that incorporates the associated movement. Use a variety of cards to make the picture.</p> <p>Evaluate.</p>	<p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and around the school, through a series of fun interactive work -shops</p>

Bounds Green Art and DT Subject map overview. Yr1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y3	Drawing	Sculpture	DT Textiles	DT Textiles	Painting	Printing	DT
	<p>Technical Basic introduction to human proportions. How to use a stick figure to provide an accurate base for proportion. Sketch from mini figure mannequins to explore adding form to stick drawings and to explore different poses.</p> <p>Explore different facial expressions</p> <p>Experimental Using the human figure to experiment drawing the gesture and movement of dance.</p> <p>Looking at the work of artist's....</p> <p>Edgar Degas Keith Haring Lynette Yiadom-Boakye</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 and a coil pot</p> <p>Make and decorate -</p> <ol style="list-style-type: none"> 1. Ceramic fish shaped tile with imprinted patterns. 2. Smooth coiled pot <p>Evaluate our practice and knowledge.</p>	<p>Bags. Design and make a bag - 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>Monotypes. Investigate monotypes by 4 artists. 2 Historical and 2 contemporaries. -Edgar Degas -Picasso -Favianna Rodriguez -Barbarbra Van Bushkirk</p> <p>Exploring 3 different methods of monotypes through guided lessons. Sea/coastal theme.</p> <p>Drawn – Subtractive- Paper is placed on top of an inked plate and is drawn directly onto transferring the ink.</p> <p>Painted – Additive - ink can be used neat or with water to create a painting that is then printed from.</p> <p>Roller + remove Additive+ subtractive - Use roller to layer up the ink, use tissues to remove ink to create a picture</p> <p>Evaluate</p>	<p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and around the school, through a series of fun interactive work -shops</p>

Bounds Green Art and DT Subject map overview. Yr1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y4	Painting	Drawing	Printing	DT Circuits	DT Circuits	Sculpture	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>Technical - perspective</p> <p>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.</p> <p>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</p> <p>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</p> <p>Healthy eating week</p> <p>Takes place in class and around the school, through a series of fun interactive work -shops</p>

Bounds Green Art and DT Subject map overview. Yr1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y5	Drawing	Printing	Sculpture	Printing	DT Frame Structures	DT Frame Structures	DT
	<p>Chapter book illustrations.</p> <p>Look at the work of Artists</p> <ul style="list-style-type: none"> - Chris Riddle - Dave McKean - Anna Tsocheva - Tove Jansson <p>Composition – what is composition? Why is it important? Intro to the basic ideas of contrast and guiding lines.</p> <ul style="list-style-type: none"> - Motion/ focus/shape/colour/saturation/hue. - Thirds/ triangles / golden ratio / S/ Centre/ Cross/ L <p>Develop a character into a simple book illustration, using only contrasting black and white. (one colour allowed) A focus on composition and using guiding 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)</p> <ul style="list-style-type: none"> - Rembrandt - William Hogarth <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.</p> <p>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 masks</p> <p>Masks</p> <p>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>Papier-mâché - 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>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.</p> <ul style="list-style-type: none"> - Triangulation <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 around the school, through a series of fun interactive work -shops</p>

Bounds Green Art and DT Subject map overview. Yr1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y6	Sculpture	Printing	DT Gears, pulleys & Cams	DT Gears, pulleys & Cams	Drawing Time for catch up	Painting	DT
	<p>Switch over of topics 2023-24 Only Will be doing Modroc masks as they have done African sculpture.</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. Add scrunched paper to bulk out the form. Use Modroc to cover and refine the shape and form of the figure. Decorate Evaluate.</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. 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. 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 – visual language and drawing exercises.</p> <p>-Observational -Super quick -‘wrong hand’ -Continuous line -Without looking at paper -Limited shapes - changing orientation</p> <p>Due to residential trip and a number of sporting events across the year, a time to catch up and finish any previous topics is usually needed. Drawing and painting topics can be stretched or compressed as needed.</p>	<p>Developing a drawing into a painting</p> <p>Using a favourite drawing from last project develop into a full size acrylic painting. Draw on knowledge of colour bias theory, mixing paints and using different painting techniques.</p>	<p>Cooking</p> <p>Healthy eating week</p> <p>Takes place in class and around the school, through a series of fun interactive work - shops</p>