



ART Curriculum Overview 2023-2024



| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|--|--|---|--|--|--|
| Art/DT Focus | 3D Structures | Drawing Painting, Collage, Portraits | Drawing | Painting | Print mechanisms | DT Mechanisms |
| Knowledge and skills | Build structures, exploring how they can be made stronger, stiffer and more stable. Use the basic principles of a healthy and varied diet to prepare dishes | Learn 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. Produce creative work, exploring their ideas and recording their experiences. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Use the basic principles of a healthy and varied diet to prepare dishes. | Use a range of materials creatively to design and make products 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 Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Use the basic principles of a healthy and varied diet to prepare dishes. | Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Evaluate and analyse creative works using the language of art, craft and design. 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. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. | Use a range of materials creatively to design and make products. 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. Use the basic principles of a healthy and varied diet to prepare dishes. | Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Use the basic principles of a healthy and varied diet to prepare dishes. |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Art/DT Focus | Observational drawing; Printing | Painting | Drawing | Painting | Print Mechanisms | DT Textiles |
| Knowledge and skills | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Evaluate their ideas and products against design criteria. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate | Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers. 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, | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, | 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. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made | Use a range of materials creatively to design and make products. 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. | Use a range of materials creatively to design and make products. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. Y2 Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. |

ART Curriculum Overview 2023-2024

| | | | | | | |
|-----------------------------|---|--|--|---|--|--|
| | successfully in an increasingly technological world. | information and communication technology. Use the basic principles of a healthy and varied diet to prepare dishes. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. | exploring how they can be made stronger, stiffer and more stable. | stronger, stiffer and more stable. | | |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Art/DT Focus | <i>Sculpture; Photography</i> | <i>3-D sculpture; Greek art and design</i> | <i>Drawing and Painting</i> | <i>Print Making</i> | <i>Textile and Collage</i> | <i>Food and Nutrition 3D Pictures</i> |
| Knowledge and skills | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Y3 Learn about great artists, architects and designers in history.</p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>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.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> | <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>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.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> | <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>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.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>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.</p> <p>Y3 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Y3 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> |
| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Art/DT Focus | <i>Design; Clay work; Crayon art; Photography</i> | <i>The Bayeux Tapestry; Drawing; Embroidery</i> | <i>Drawing</i> | <i>Painting</i> | <i>Printmaking and Textiles</i> | <i>Food and nutrition 3D pictures</i> |
| Knowledge and skills | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> | <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Y4 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for</p> | <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Y4 Improve their mastery of art and design techniques, including drawing, painting</p> | <p>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.</p> | <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Y4 Learn about great artists, architects and designers in history.</p> |

ART Curriculum Overview 2023-2024

| | | | | | | |
|-------------------------------|--|--|---|--|---|---|
| | <p>Learn about great artists, architects and designers in history.</p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> | <p>example, pencil, charcoal, paint, clay)</p> <p>Y4 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Y4 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.</p> <p>Y4 Investigate and analyse a range of existing products.</p> | <p>and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 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.</p> <p>Y4 Investigate and analyse a range of existing products.</p> <p>Y4 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Y4 Understand how key events and individuals in design and technology have helped shape the world.</p> | <p>Y4 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.</p> <p>Y4 Investigate and analyse a range of existing products.</p> | <p>functional properties and aesthetic qualities.</p> <p>Y4 Investigate and analyse a range of existing products.</p> <p>Y4 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> | <p>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.</p> <p>Y4 Investigate and analyse a range of existing products.</p> <p>Y4 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> |
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Art/DT Focus | Painting and Sculpture | Printing; Design | Drawing and Painting | Printmaking | Textiles and Collage | Food and Nutrition 3D Sculptures |
| Knowledge & skills | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>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.</p> <p>Y5 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Y5 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.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>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.</p> <p>Y5 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p>Y5 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Y5 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.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>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</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>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.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> |

ART Curriculum Overview 2023-2024

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|---|---|--|--|---|---|
| Art/DT Focus | <i>Modelling and sculpture; Abstract art</i> | <i>Sculpture; Maya art; Carving</i> | <i>Drawing</i> | <i>Painting and Collage</i> | <i>Printmaking and Textiles</i> | <i>Food and Nutrition 3D Sculptures</i> |
| Knowledge and skills | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>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.</p> <p>Y6 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Y6 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.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>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.</p> <p>Y6 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Y6 Understand and apply the principles of a healthy and varied diet.</p> <p>Y6 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> | <p>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.</p> | <p>Y6 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 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.</p> <p>Y6 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> |