

ART and DT Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
NURSERY	<ul style="list-style-type: none"> • Exploring colour and colour mixing (primary colours) • Using own thoughts, feelings and ideas during role-play, dance, music, stories, art and design technology • Moving equipment safely and independently • Singing favourite songs and Christmas songs • Choosing materials for a task. • Use of scissors and PVA glue appropriately for task. • Building a repertoire of nursery rhyme songs • Winter collage and designing • Using tools and a variety of materials • Construction • Role-play. Taking turns using own experiences. • Building stories around toys 	<ul style="list-style-type: none"> • Using more independently simple tools e.g. hole punch, stapler, scissors • Use of scissors and masking tape and PVA glue appropriately with purpose • Creating and adapting models. What fixes them together? Which is the best way? • Exploring colours • Collage and designing Easter bonnets • Making own instruments • Using own thoughts, feelings and ideas during role play, dance, music, stories, art and design technology • Learning the names of instruments and how they work • Creating and adapting models. What fixes them together? Which is the best way? • Choosing materials for a task. • Using tools and a variety of materials to construct objects. 	<ul style="list-style-type: none"> • Developing a variety of ways to join materials • Using own thoughts, feelings and ideas during role play, dance, music, stories, art and design technology • Adapting a repertoire of songs • Making own compositions with instruments • Using tools and a variety of materials to construct objects. • Transporting equipment safely and independently • Learning the names of instruments and how they work/ Making own compositions with instruments • Role Play: acting out stories on stage
RECEPTION	<ul style="list-style-type: none"> • Singing favourite songs and Christmas songs • Construction • Building stories around toys • Explores colour and how colour can be changed • Beginning to be interested in and describe the texture of things • Uses various construction materials • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Exploring sounds • Choosing materials for a task • Role-play • Learning the names of instruments and how they work • Developing a variety of ways to join materials • Role Play (acting out stories and using relevant vocabulary) 	<ul style="list-style-type: none"> • Selects tools for a purpose • Joins construction pieces together to build and balance • Building a repertoire of songs including Easter songs • Making own compositions with instruments • Using simple tools e.g. hole punch, stapler, scissors • Choosing resources and using them for a purpose • Creating and adapting models • Using own thoughts, feelings and ideas during role play, dance, music, stories, art and design technology • Transporting equipment safely and independently • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects • Explores what happens when they mix colours 	<ul style="list-style-type: none"> • Adapting a repertoire of songs • Using tools and a variety of materials to construct objects. • Developing a variety of ways to join materials • Experiments to create different textures • Understands that different media can be combined to create new effects • Manipulates materials to achieve a planned effect • Constructs with a purpose in mind, using a variety of resources • Uses simple tools and techniques competently and appropriately • Selects appropriate resources and adapts work where necessary • Selects tools and techniques needed to shape, assemble and join materials they are using <p>ELG</p> <ul style="list-style-type: none"> • Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses

			and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
YEAR 1	<ul style="list-style-type: none"> • To know the primary colours • To know that colours can be mixed together to make other colours • To review what they and others have done and say what they think and feel about it • To record from first hand observation. • To try out tools and techniques and apply these to materials and processes, including drawing – etch • To represent observations, ideas and feelings, and design and make images and artefacts. • To recognise reflective symmetry in familiar 2D shapes and patterns (link to Maths) • To paint using watercolours • To know how to use pastels to create a picture • To know how to use oil pastels to create a picture 	<ul style="list-style-type: none"> • To use different patterns and colours to design a costume • To use our imagination to design a gadget for a superhero • To be able to identify what they might change in their current work or develop in their future work • To select and use appropriate tools with safety to make food products. • To follow safe procedures for food safety and hygiene • To design and make your own playground • To be able to develop ideas by shaping materials and putting together components <p>Artist study - David Hockney – Arrival of Spring</p> <ul style="list-style-type: none"> • To know about the work of David Hockney, Albrecht Durer • To use questioning skills when observing art • To use watercolours to create a background in the style of shading • To think about tone and shade • To develop a range of art and design techniques • To use colour, pattern and texture 	<ul style="list-style-type: none"> • To create a collage using different materials and textures • Artist study - Matisse • To create a background in the style of Matisse. • To create the foreground in the style of Matisse. • Father's day cards • To design a moving picture • To use my design to create the background for my moving picture. • To make the moving part for my picture. • To paint landscape in perspective.
YEAR 2	<ul style="list-style-type: none"> • To know the features of a poster and design one • How to use pastels to draw a picture. • To create a range of colours with paint. • To know how paint is affected the surface you paint on. • To try out tools and techniques and apply these to materials and processes (clay, modrock). • To investigate the possibilities of a range of materials and processes. 	<ul style="list-style-type: none"> • We are learning to explore different starting points for our work. • Record from experience and imagination. • We are learning to explore different starting points for their work. • We are learning to generate ideas and select tools, techniques and materials for making their product from a range suggested by the teacher. • We are learning to explore different starting points for their work. • We are learning how to make Puppets 	<ul style="list-style-type: none"> • To investigate the possibilities of a range of materials and processes. • To represent observations, ideas and feelings, and design and make images and artefacts. • To use the above skills to make a bat. • Artists study – Van Gough • We are using the moon and the stars as inspiration for our work. • We are learning that houses built in Stuart times were different to houses built now. • We are learning to design cards that a suitable for Fathers day.

	<ul style="list-style-type: none"> • To learn about visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space. • To try out out tools and techniques including drawing. • To use a straw to create different affects with paint. 	<ul style="list-style-type: none"> • We are learning how to make a card suitable for Mother’s Day / Easter. • We are designing our own Easter baskets. 	<ul style="list-style-type: none"> • We are learning to select art techniques to record an historic event. • We are learning how to make changes to our art work. • We are learning about the work of a famous artist. • We are learning to create our own art work based on work by a famous artist - LS Lowry
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<u>EYFS Expressive arts and design</u>	<ul style="list-style-type: none"> • Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Best practice and activity ideas.
<u>Key Stage 1 Art Curriculum</u>	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to know 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 (Year 1 David Hockney, Albert Druer, Year 2 – Lowry, Van Gough).
<u>Key Stage 1 DT curriculum</u>	<p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.