



Model Art & D.T. Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Special Educational Needs and Disability (SEND)

Art and design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively.

Intent

Art is a way of stimulating children’s creativity and imagination through visual, tactile and sensory experiences. It allows children to explore different ways in which mood can be expressed and the chance to study life in different cultures and times. It gives children the opportunity to understand and respond to the world in a unique way and develop their own interpretations. At Emscote Infant School, the children will develop an awareness of the key elements of art: line, shape, colour, texture, form, space and value. The children will then improve their ability to identify these elements through researching and appraising a wide range of artists and designers. Skills demonstrating these elements are then practised and honed and the children are given the opportunity to apply them, using a variety of media. This approach gives the children the subject knowledge and confidence to make autonomous decisions when creating their finished projects.

Intent

Design and technology at Emscote Infant School encourages children to use creativity and imagination to design, make and evaluate products in a variety of contexts. Children will have the opportunity to solve problems, drawing on their own, or others’ experiences in order to consider how to improve existing products. Children learn a variety of skills across four different areas: mechanisms, structures, textiles and cookery. These skills are developed and built upon each year. Cookery lessons focus on seasonality and developing an understanding of where food comes from. Each topic follows a set sequence of lessons – explore, design, create, evaluate. Our main aim for the D&T curriculum at Emscote Infant School, is that children are encouraged to be resourceful, resilient and innovative and that we engender an appreciation of human creativity and achievement.

Implementation

Art is taught as part of a half-termly learning theme with a clear sequence of appraisal, skills practise and final piece. The key vocabulary is taught and referred to throughout the sequence. There is use of knowledge organisers to support learning and ensure lessons build on children's prior learning. Children study artists and designers from a range of time periods, countries and cultures. Children are supported in using a wide range of media.

Implementation

Design and technology is taught as part of a half-termly learning theme with a clear sequence of 'Explore - Design - Make - Evaluate'. The following 4 main technical skills are covered: Textiles, Structures, Mechanisms and Cookery. Key individuals and historical products and concepts are explored in order to inform design. Key vocabulary is taught and referred to throughout the sequence. There is use of knowledge organisers to support learning and ensure lessons build on children's prior learning of technical skills. Children are supported in using a wide range of materials and tools. Children are encouraged to be critical of their own work and taught about the importance of constantly evaluating their work against product criteria.

Impact

The impact and measure of this is that the children at Emscote Infant School will leave here with a secure understanding of the 7 elements and the ability to appraise their own and other's work. They will have developed the ability to think critically and make autonomous decisions which can be transferred into their wider lives. Children leave Emscote Infant School feeling inspired to further develop their skills and showcase their interpretations of the world around them.

Impact

Children at Emscote Infant School will have an appreciation of the design process and how certain products have shaped the world we live in. They will have a solid understanding of technical knowledge such as sewing, cooking, joining and cutting materials that will allow them to become more competent in these practical skills throughout school. They will also have developed a critical eye, able to constantly evaluate their work, deciding how fit for purpose it is and whether any improvements can be made.

Autumn Term	Reception Colour	Year 1 Traditional Tales	Year 2 Healthy World, Healthy Me!
	<p><b><u>Children in Reception:</u></b></p> <p><b><u>Creating with Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• ELG: Share their creations, explaining the process they have used.</li> <li>• ELG: Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b><u>KS1 Areas of study:</u></b></p> <p><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>• 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.</li> </ul>	
Art	<p><b><u>Introduction to creative areas within classroom, shared and outdoor areas.</u></b></p> <p>Creation of children’s self-portraits using paint.</p> <p>Colour mixing – focus on primary colours and discuss ways of making other colours. Elmer – Colouring and mixing Harvest – use of fruits and vegetables as stimulus and physical objects to create with.</p> <p>Cooking – construct with purpose, use specific tools (throughout the year).</p> <p>Open access to paint, chalks, oil pastels, pens, pencils, playdough and resources, junk modelling.</p>	<p><b><u>To develop a wide range of art and design techniques in using colour and texture – landscapes.</u></b></p> <p><u>Monet:</u> Learn about the work and style of Claude Monet. Paint a landscape using colour and texture, using bright colours and thick brushstrokes. Extend to include looking at work of other impressionist, noticing similarities in styles and linking to their own paintings.</p>	<p><b><u>Develop a wide range of techniques using line and shape - self-portraits.</u></b></p> <p><u>Picasso:</u> Look at a selection of portraits and self-portraits by a range of artists. Go through techniques and method for drawing a portrait/self-portrait. Each to draw own then paint using watercolours. Remembering colour mixing. Study work of Pablo Picasso. Taking initial portrait as template, create an abstract, collage self-portrait.</p>
		<p><b><u>Design, Make and Evaluate Project - FOOD TECHNOLOGY</u></b></p> <p><b><u>Gingerbread Man:</u></b> Gingerbread man making linked to ‘The Gingerbread Man’. Learn the vocabulary and use of a range of culinary equipment. Select most appropriate equipment necessary for purpose of making Gingerbread Men. Explore tastes (sweet, salt; spicy and sour). Which flavours and t/f ingredients most suitable for Gingerbread Men biscuits. Evaluate final product against criteria.</p>	<p><b><u>Design, Make and Evaluate Project - FOOD TECHNOLOGY</u></b></p> <p><b><u>Fruit Salad:</u></b> Children to decide on a range of fruits to have in a fruit salad. Children to learn to evaluate food based on taste and texture. They will use the correct equipment and techniques to prepare the fruit. They will design and make a fruit salad to a specification they have researched and developed themselves.</p>
Design and Technology	<p><b><u>Focus on colour and different ways to create.</u></b></p> <p>Autumn colours – printing and rubbing.</p> <p>Look at and recreate artwork from Kandinsky and Miro – explore shape and colour. Share thoughts and opinions.</p> <p>Exploring Christmas craft and art.</p> <p>Open access to paint, chalks, oil pastels, pens, pencils, playdough and resources, junk modelling.</p>	<p><b><u>To use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share ideas and imagination - collage</u></b></p> <p><u>Goldsworthy:</u> Learn about different kinds of nature sculptures and explore the work of Andy Goldsworthy and other environmental artists. Use a range of different techniques and materials to create a multimedia collage.</p>	<p><b><u>Explore and experiment with a variety of techniques and materials – fruit</u></b></p> <p><u>Arcimboldo:</u> Learn about the artist and his unusual style. Create their own piece of art in the style of Arcimboldo, initially designing their portrait, creating using pieces of fruit.</p> <p><b><u>LEARN ABOUT THE WORK OF ARTISTS AND MAKE LINKS TO THEIR OWN WORK - FRUIT</u></b></p> <p><u>Arcimboldo:</u> Create own fruit and vegetable-inspired art in the style of Giuseppe Arcimboldo.</p>

		<p><b><u>Explore and use mechanisms - sliders</u></b></p> <p><u>Moving Picture:</u> Use a slider to make a picture move. Create a moving picture of a traditional tale using sliders.</p>	<p><b><u>Design, make and evaluate project - food technology</u></b></p> <p><u>Pizza:</u> Choosing from a range of vegetables to create a pizza that is healthy, attractive and tasty. Choose from a range of equipment and use correct cutting techniques to prepare the vegetables. Understand where the vegetables come from.</p>
--	--	---	--

Spring Term	Reception Changes	Year 1 Let's Explore	Year 2 Space
Art	<p><b><u>Introduction of structure 'drawing' lessons.</u></b></p> <p>Children are given guided lessons to draw animals/objects relating to the current topics.</p> <p>Making comparisons between toys – new and old – creating old toys – ball and cup.</p> <p>Open access to paint, chalks, oil pastels, pens, pencils, playdough and resources, junk modelling.</p>	<p><b><u>Work of artists – perspective</u></b></p> <p><u>Lowry:</u> Learn about the art of L.S.Lowry, exploring the style, techniques and colours used. Learn to evaluate and compare two pieces of art, giving opinions as to which they prefer and explaining why. Learn to compare two paintings, pointing out similarities and differences between the two. Learn about perspective, paint a background, draw buildings and figures in the style of L.S.Lowry.</p>	<p><b><u>Use a range of art techniques - chalk planets</u></b></p> <p><u>Solar System:</u> Learn how to draw a sphere and shade using chalks to represent chosen planet.</p>
		<p><b><u>Explore and use mechanisms - wheels</u></b></p> <p><b>Design, Make and Evaluate Project – D.T.</b></p> <p><u>Wally:</u> Design purposeful, functional and appealing product based on a design criterion.</p> <p>Select from and use a wide range of materials and components; evaluate ideas and products against design criteria. Design and make a roly-poly toy for Wally to take to children in a nursery school in Warwick.</p>	<p><b><u>Explore and use mechanisms - wheels</u></b></p> <p><b>Design, Make and Evaluate Project – D.T.</b></p> <p><u>Moon Buggy:</u> As a team/pair, discuss design criteria for a purposeful and functional moon buggy. Draw template and evaluate suitable material for design. Make structure using wheels and axels. Evaluate structure and explore how it could be made stronger, stiffer and more stable.</p>
Design and Technology	<p><b><u>Continuation of structured 'drawing' lessons</u></b></p> <p>Opportunities for observational drawing/creations – stimulus presented in relation to topic.</p> <p>Open access to paint, chalks, oil pastels, pens, pencils, playdough and resources, junk modelling.</p>	<p><b><u>To use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share ideas and imagination - collage</u></b></p> <p><u>Collage of Warwick:</u> Research a range of collages assessing which are the most effective and why. Use this research to decide how to create own collage. Use a range of materials of different textures and colours to design and make a landscape collage of Warwick (BBC Clip, creating collage landscape).</p>	<p><b><u>Use a range of art techniques – papier mache and painting.</u></b></p> <p><u>Papier Mache planets:</u> Children create planets in the correct relative size order using papier mache then painting to represent the colour and contours of each planet.</p>
		<p><b>Design, Make and Evaluate Project – D.T.</b></p> <p><u>House in Warwick:</u> Explore and evaluate different materials that could be the strongest and most stable for a house in Warwick. Make the house and use technical knowledge to assess how it could be made stronger, stiffer and more stable.</p>	<p><b>Design, Make and Evaluate Project – D.T.</b></p> <p><u>Rocket:</u> Design, make and evaluate a rocket, researching rocket images, discussing what they have in common and success criteria for most successful design. Working as a group, children to make 3 rockets, assessing and amending the design each time, repeating the build process recording how changes in the design affect the design process.</p>

Summer Term	Reception Animals	Year 1 Just Imagine	Year 2 That's Incredible
Art	<p><b><u>Continuation of structured 'drawing' lessons.</u></b></p> <p>Creating animals – examples with stimulus provided. 2D and 3D creations.</p> <p>Introduction to split pin mechanisms.</p> <p>Open access to paint, chalks, oil pastels, pens, pencils, playdough and resources, junk modelling.</p>	<p><b><u>Discover abstract art, explore colour mixing and design technique – colour mixing</u></b></p> <p><u>Rothko:</u> Learn about the work of Mark Rothko, create a colour field painting, mixing primary and secondary colours. Study the work of Jackson Pollock and create a drip painting using shades they have mixed.</p>	<p><b><u>To use sculpture to develop and share ideas, experiences and imagination – stick figure drawing learn about a range of artists and make links to their own work – stick figure drawing</u></b></p> <p><u>Giacometti:</u> Learn technique of stick figure drawing. Studying movement and considering different positions of the body. Look at work of Giacometti and his stick figure sculptures. Create their own stick figure sculptures out of tin foil. Extension lesson: Recreate stick figure from clay.</p>
		<p><b><u>Technical knowledge - sliders</u></b></p> <p><u>Moving Picture:</u> Explore mechanisms to produce a picture with moving parts that tells a story. Using a scene from 'Just Imagine' or their own picture, describe the scene, identify a part that could move to develop the 'what happens next' narrative.</p>	<p><b><u>To use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share ideas and imagination – structures</u></b></p> <p><u>Hurdles:</u> Exploring a range of materials and assessing suitable designs. Children to design and make athletic hurdles; compare built structures, deciding which material is the most appropriate and why. Explore how each design can be improved; apply improvements then assess.</p>
Design and Technology	<p><b><u>Continuation of structured 'drawing' lessons.</u></b></p> <p>Explore colour, texture, shape and space through looking at animals and their habitats.</p> <p>Open access to paint, chalks, oil pastels, pens, pencils, playdough and resources, junk modelling.</p>	<p><b><u>Study pattern and design – block painting</u></b></p> <p><u>Klee &amp; Kandinsky:</u> In work of Paul Klee and Wassily Kandinsky. Choose favourite design to create their own printing block using craft foam cut into shapes. Choose a variety of colours to create an interesting piece of artwork. Evaluate own and others' work.</p>	<p><b><u>Develop techniques and learning about artists - pointillist</u></b></p> <p><u>Seurat:</u> Develop knowledge of famous artists, learn about Georges Seurat, famous post-impressionist. Notice difference in his work and technique of pointillism linked to colour mixing. Design and create their own piece of pointillist art.</p>
		<p><b><u>Design, Make and Evaluate Project – Art</u></b></p> <p><u>Bunting:</u> Make bunting to decorate bedroom or for a summer party. Evaluate other bunting, design their own bunting, create mock-up making a template for bunting, explore fabrics and choose for their bunting, select equipment for sewing and use correct technique to perform the practical task of sewing the bunting and its decorations.</p>	<p><b><u>Design, Make and Evaluate Project – D.T.</u></b></p> <p><u>Medal:</u> Design their own bronze, silver or gold medal linked to the Olympic Games / for an amazing athlete. Draw the design for the medal, think about practicalities (where to thread the ribbon). Use dry modelling clay and suitable equipment to create the model. Choose suitable equipment to re-create design onto own model.</p>