



BRADGATE
Education Partnership

Gaddesby Primary School

Art and Design

&

Design Technology

2023 – 2024



Art and Design coverage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • All about me • Let's celebrate • People that help us • Traditional tales • Commotion in the ocean • Mini beasts 	<ul style="list-style-type: none"> • Great Gaddesby • Time Travellers • Antarctica to Africa • We do like to be beside the seaside 	<ul style="list-style-type: none"> • Brilliant Britain • Panic on Pudding Lane • Explorers • Towers and Turrets 	<ul style="list-style-type: none"> • Stones and Bones • The land down under • King under the car park • Under the canopy 	<ul style="list-style-type: none"> • Romans on the Rampage • From fjords to fields • Land of the sun • Extreme Earth 	<ul style="list-style-type: none"> • Marvellous mountains • World at war • The space race • Amazing Africa 	<ul style="list-style-type: none"> • Shang Dynasty • Frozen Kingdom • Mexico • Exploring Eastern Europe

Key artists and their work

The NC aims to ensure all pupils' 'know about great artists, craft makers and designers and understand the historical and cultural development of their art forms'.
 KS1 children should be taught to 'about the work of a range of artists, craft makers and designers describing similarities and differences between different practise and make links to their own work'.

KS2 children should be taught 'about great artists, architects and designers in history'.

Which artists?

Henry Matisse <i>Colours</i> Picasso <i>Portraits</i> Kandinsky <i>Printing</i> Goldsworthy <i>Outdoor learning link</i>	John Constable <i>Painter – romanticism – links to sketching of local area</i> Esther Mahlangu <i>African Artist (Antarctica to Africa) Know that she is different to...</i> Kadinsky <i>Abstract art</i> Van Gogh <i>Sunflowers (Seaside)</i>	L S Lowry <i>Landscapes (Tower Bridge)</i> Henry-Edmond Cross Alfred Wallace Van Gogh Alma Thomas <i>Comparison</i> Bayeux tapestry <i>Different cultures and times (Towers and Turrets)</i> Russo <i>Forest School</i>	Kara Walker <i>Silhouettes (Stone Henge Silhouette)</i> Da Vinci <i>Portraits (Portraits of the kings – War of the Roses)</i> Albert Namatjira <i>Aboriginal artist/significant person (Land Down under)</i> Giuseppe Arcimboldo <i>Painter – links when we learn about sustainable food (Under the Canopy)</i> Rousseau	Michelangelo <i>Sistine Chapel (Romans)</i> Rousseau <i>Specifically looking at the animals he draws (From fjords to fields – creating a prow for a ship)</i> William Morris <i>Patterns (Hieroglyphics – land of the sun)</i> Hokusai <i>The Great Wave (Extreme Earth)</i>	Andy Warhol and David Hockney A <i>Pop Art Propaganda Poster (World at War)</i> Gunta Stolzl <i>Textile printer who volunteered as a nurse during the first world war link to arasbesque tile design (Islam)</i> Jill Townsley <i>Making A Space Rover (The Space Race)</i>	Shin Saimdang <i>Calligraphy (Shang Dynasty)</i> Goldsworthy <i>Outdoor learning link</i> Picasso vs Frida Kahlo <i>Abstract/non abstract portraits (Mexico)</i> Banksy <i>Modern Street Artist (Exploring Eastern Europe) (In 2022 Banksy artwork was unveiled in Ukraine)</i> Megan Coyle
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			<i>Detailed pictures of jungles etc (Under the Canopy)</i>			<i>Collage artist Orla Kiely and Abdoulaye Konate Textiles artists</i>
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Vocabulary

Each year group has key art vocabulary which must be taught. The previous year's vocabulary must also be referred to.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art Artist Artwork	Colour Pattern Line Shape	Texture Observation	Primary Secondary Blend Shading Perspective Tint	Tone Complementary colour Focal point Horizon Tertiary	Shade Atmosphere Geometric Composition Scale Proportion	Tonal contrast Mixed media Form Negative and positive space Background and foreground

Drawing

The NC states aims to ensure all pupils 'become proficient in drawing, painting, sculpture and other art, craft and design technique.'

KS1 children should be taught to 'use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.'

KS2 children should be taught to 'improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.'

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can use various media to experiment with making marks and developing fine motor skills <i>Including pencils, rubbers, crayons and chalks</i>	<u>Great Gaddesby (sketching the local area)</u>	<u>Brilliant Britain (popular landscapes – Lowry)</u>	<u>War of the Roses (portraits of the kings – Da Vinci link)</u>	<u>Romans on the Rampage (recreate patterns from the Sistine chapel – Michelangelo)</u> <u>Extreme Earth (The Great Wave - Hokusai)</u>	<u>Marvellous Mountains (Northern lights over the mountains)</u> <u>Islam (Arabesque tile design – Stolzl)</u>	<u>Shang Dynasty (A blue willow pattern)</u> <u>Shang Dynasty (calligraphy – Saimdang)</u> <u>Mexico (abstract/non-abstract portraits – Picasso and Kahlo)</u>

Colour work including painting

The NC states aims to ensure all pupils 'become proficient in drawing, painting, sculpture and other art, craft and design technique.'

KS1 children should be taught to 'use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.' and 'to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space'.

KS2 children should be taught to 'improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.'

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiments through continuous provision	We do like to be beside the seaside (Sunflowers and seaside – Van Gogh)	Towers and Turrets (Decorating a 3D castle)	Stone Age (Cave paintings) (background of Stonehenge Silhouette – Kara Walker) Land Down Under (aboriginal art - Namatijara) Under the Canopy (recreating artwork by Rousseau)	Fjords to Fields (Decorating a Viking long ship including a prow - Rousseau) Extreme Earth (The Great Wave - Hokusai)	World at War (Propaganda poster – Hockney and Warhol) Islam (Arabesque tile design – Stolzl)	Shang Dynasty (A blue willow pattern) Mexico (abstract/non-abstract portraits – Picasso and Kahlo) Exploring Eastern Europe (exploring and recreating Banksy)

Textiles

The NC states aims to ensure all pupils 'become proficient in drawing, painting, sculpture and other art, craft and design technique.'

KS1 children should be taught to 'use a range of materials creatively to design and make products.'

KS2 children should be taught to 'taught to develop their techniques, including their control and their use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design.'

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thread and make patterns Use fabrics through role play Make collages through continuous provision Introduction to cutting and sticking	We do like to be beside the seaside (Seaside collage)	Panic on Pudding Lane (Pudding lane collage)	Stones and Bones (Stonehenge silhouette collage)	Romans (Roman shield)	Amazing Africa (African mask)	Frozen Kingdom (Orange plains by Megan Coyle, recreate as Frozen plains)

Sculpture

The NC states aims to ensure all pupils 'become proficient in drawing, painting, sculpture and other art, craft and design technique.'

KS1 children should be taught to 'use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.'

KS2 children should be taught to 'improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.'

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explores a range of malleable materials such as <i>Play-Doh and Kinetic Sand</i></p> <p>Looking at balance and moving materials <i>Exploring Forest School and natural materials</i></p>		<u>Towers and Turrets (3D castle)</u>	<u>Stone Age (Stone Age Home)</u>			<u>Shang Dynasty (A blue willow pattern plate through clay and then paper Mache to compare)</u>

Printing

The NC aims that all pupils 'become proficient in drawing, painting, sculpture and other art, craft and design techniques.'

KS1 children should be taught to 'develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space'.

KS2 children should be taught to 'improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.'

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Freely prints patterns and pictures <i>Sponges, food items, fingers, forest school materials</i></p>	Antarctica to Africa (create prints based on teachings of Kadinsky and Mahlangu)			Land of the Sun (Hieroglyphics - Morris)	Amazing Africa (African mask patterns)	

Design Technology coverage

Cooking

The NC aims that all pupils should ‘understand and apply the principles of nutrition and learn how to cook’

KS1 children should be taught to ‘use the basic principles of a healthy and varied diet to prepare dishes’ and ‘understand where food comes from’

KS2 children should be taught to ‘understand and apply the principles of a healthy and varied diet’, ‘to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques’ and ‘understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed’

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Makes a smoothie	Christmas (strawberry and cream Santa hat)	Panic on Pudding Lane (biscuits from Thomas Farriner’s bakery)	Under the canopy (Sustainable banana cake)	Romans on the Rampage (Roman bread)	World at War (eggless sponge)	Mexico (vegetarian Mexican bean burger)

Design

The NC states that all pupils should ‘build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users’

KS1 children should ‘design purposeful, functional, appealing products for themselves and other users based on design criteria’ and ‘generate, develop, model and ‘communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology’.

KS2 children should ‘use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular groups or individuals’ and ‘generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design’.

Computer aided design is all taught through computing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses language to support their designing and making during continuous provision	Time travellers (Make a toy car)	Towers and Turrets (Plan a 3D castle)	Stone and Bones (Plan a Stone Age home)	Fjords to Fields (Viking long ship including a prow - Rousseau)	The Space Race (Space Rover – Townsley)	Research what makes a good product Create logical designs and plans Makes and explains design decisions Clearly explains how all parts of design will work

Make

KS1 children should 'select from and use a range of tools and equipment to perform practical tasks' and 'select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics'

KS2 children should 'select from and use a wider range of tools and equipment to perform practical tasks accurately (cutting, shaping, joining etc.) and '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'.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructs during continuous provision for a purpose	Time travellers (Make a toy car)	Towers and Turrets (Make a 3D castle)	Stone and Bones (Make a Stone Age home)	Fjords to Fields (Viking long ship including a prow - Rousseau)	The Space Race (Space Rover – Townsley)	<p>Selects appropriate and precise resources to construct</p> <p>Create, follow and adapt a plan if necessary</p> <p>Is accurate when they measure, mark out, cut and shape</p>

Evaluate

The NC states that all pupils should 'critique, evaluate and test their ideas and products and the work of others'

KS1 children should 'explore and evaluate a range of existing products' and 'evaluate their ideas and products against design criteria

KS2 children should 'investigate and analyse a range of existing products', 'evaluate their ideas and products against their own design criteria and consider the views of others to improve their work' and 'understand how key events and individuals in design and technology have helped shape the world'.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can tell a teacher or peer what they have made</p> <p>Consider and manage some risks</p>	Time travellers (Make a toy car)	Towers and Turrets (Plan a 3D castle)	Stone and Bones (Plan a Stone Age home)	Fjords to Fields (Viking long ship including a prow)	The Space Race (Space Rover – Townsley)	<p>Evaluate and test the quality of their own product</p> <p>Evaluate existing products</p> <p>Research and discuss how sustainable materials are</p>

						Consider the impacts of products
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Technical knowledge

The NC states that all pupils should ‘develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world’.

KS1 children should ‘build structures, exploring how they can be made stronger, stiffer and more stable’ and ‘explore and use mechanisms in products’.

KS2 children should ‘apply their understanding of how to strengthen, stiffen and reinforce more complex structures’, ‘understand and use mechanical systems in their products (gears, pulleys, cams, and linkages)’, understand and use electrical systems in their products’ and ‘apply their understanding of computing to program, monitor and control their products’.

Computer aided design is all taught through computing

Electrical systems is all taught through Year 4 and Year 6 science

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Goldilocks bed activity</i>	Time travellers (Make a toy car)	Towers and Turrets (Plan a 3D castle)	Stone and Bones (Plan a Stone Age home)	Fjords to Fields (Viking long ship including a prow)	The Space Race (Space Rover – Townsley)	As part of a Year 6 enterprise/business day (uses textiles for a purpose)
<i>Boat making</i>	<i>Materials/ Structures</i>	<i>Materials/ Structures</i>	<i>Materials/ Structures</i>	(pulley to move prow/Viking on the ship)	<i>Materials/ Structures</i>	
	<i>Mechanisms</i>	<i>Mechanisms</i>		<i>Materials/ Structures</i>	<i>Mechanisms</i>	
	Beside the Seaside (puppets)		Under the canopy (Rainforest tie dye)	<i>Mechanisms</i>	<i>Textiles</i>	
	<i>Textiles</i>		<i>Textiles</i>	<i>Electrical systems – Science Lessons</i>		<i>Electrical systems Science lessons</i>