Clifton Upon Dunsmore CE Primary School
Art and Design / Design and Technology Curriculum Overview

Year Group	Autumn Term	Spring Term	Summer Term
Reception	Art: Colour and marks *Explore straight and curved marks, brush grip and mixing; name colours and describe an effect.* Artists/designers: Wassily Kandinsky; Alma Thomas Outcome: A personal colour-and-mark painting about a feeling. DT: Junk modelling *Choose materials; cut and join with support; try a wider base.* Individual: Local builder or carpenter Outcome: A shelter for a toy that stays upright.	Art: Textured creatures *Tear, snip, arrange and overlap painted papers; press objects to print.* Artists/designers: Eric Carle Outcome: A creature collage using the children's own painted papers. DT: Bookmarks *Thread, cut and join; choose a shape that fits inside a book.* Individual: Local textile maker Outcome: A personalised bookmark for a familiar reader.	Art: Natural forms *Roll, pinch and press clay; arrange natural objects and explore joining.* Artists/designers: Andy Goldsworthy Outcome: A temporary outdoor arrangement and a simple clay creature. DT: Soup *Wash vegetables, use suitable tools with adult guidance and observe cooking.* Individual: School cook Outcome: Vegetable soup; explain the ingredients selected.
Skills to be taught throughout all units in EYFS and KS1 where applicable A1 I can draw from what I see as well as from my imagination A2 I can mix colour and choose it for the effect I want A3 I can shape, join and build so that my work stands up A4 I can say what I tried, what I changed and what I would try next D1 I can explain who my product is for and what it needs to do D2 I can choose materials and tools and use them safely D3 I can join and strengthen my product and test whether it works D4 I can say what went well and what I would change			
Year 1	Art: Expressive portraits *Draw lines and shapes from observation; mix secondary colours and control a brush.* Artists/designers: Paul Klee Outcome: A painted portrait developed from feature drawings. DT focus week: Puppets *Compare glue and other joins; use a template; cut and assemble fabric.* Individual: Jim Henson Outcome: A puppet to perform a story for Reception.	Art: Nature prints *Make rubbings; press and lift a printing block; repeat a clear motif.* Artists/designers: Orla Kiely Outcome: A printed nature panel with a repeating pattern. DT focus week: Wheels and axles *Locate wheel, axle and axle holder; align components and check free movement.* Individual: Henry Ford (manufacturing, rather than invention of the car) Outcome: A vehicle carrying a small classroom item.	Art: Paper sculpture *Fold, curl, twist and join paper; make flat materials stand in space.* Artists/designers: Alexander Calder Outcome: A standing sculpture suggesting an animal or movement. DT focus week: Smoothies *Identify fruit and vegetables and their origins; wash, cut with support and combine.* Individual: Nadiya Hussain Outcome: A drink selected for a named user after comparing tastes.
Year 1 I can	1. I can draw lines and shapes from observation to show the features of a face 2. I can mix secondary colours and control my brush 3. I can describe how Paul Klee used line and colour, and explain a choice in my own work 4. I can compare glue with other ways of joining fabric 5. I can use a template to cut and assemble my puppet 6. I can perform a story with my puppet for the Reception children	1. I can make a rubbing and press and lift a printing block 2. I can repeat a motif to make a clear pattern 3. I can say what I tried and what I would try next 4. I can name the wheel, axle and axle holder on a vehicle 5. I can line up the parts so that the wheels turn freely 6. I can make a vehicle that carries a small item across the classroom	1. I can fold, curl, twist and join paper 2. I can make a flat material stand up in space 3. I can describe how my sculpture suggests an animal or movement 4. I can name fruits and vegetables and say where they come from 5. I can wash and cut fruit safely with help and combine my ingredients 6. I can choose a drink for a person after tasting and comparing
Year 2	Art: Close-up flowers	Art: Story collage	Art: Clifton clay tiles

	Observe proportions; vary pressure for tone; mix tints and shades; compose a close-up. Artists/designers: Georgia O'Keeffe; Claude Monet Outcome: A flower painting supported by tonal studies. DT focus week: Baby Bear's chair *Fold, roll and reinforce paper; compare bases; test an agreed load.* Individual: Charles and Ray Eames Outcome: A stable chair supporting a named toy.	*Cut with greater accuracy; overlap shapes; combine printed textures and images.* Artists/designers: Henri Matisse; Faith Ringgold Outcome: A personal story collage about an important place. DT focus week: Moving monsters *Make and adjust pivots, levers and linkages; compare the resulting movement.* Individual: Lotte Reiniger Outcome: A moving character for a storytelling performance.	*Make pinch forms and relief; score, slip and press clay joins.* Artists/designers: Barbara Hepworth Outcome: A relief tile inspired by local buildings; compare relief and freestanding form. DT focus week: A balanced diet *Group ingredients; use supported cutting and grating; assemble and evaluate a wrap.* Individual: Jamie Oliver Outcome: A balanced wrap for a school picnic.
Year 2 I can	1. I can observe the proportions of a flower and compose a close-up 2. I can vary my pressure to make light and dark, and mix tints and shades 3. I can compare two approaches and explain an improvement 4. I can fold, roll and reinforce paper to make it stronger 5. I can compare different bases and say which is the most stable 6. I can test my chair with an agreed load and explain the result	1. I can cut accurately and overlap shapes on purpose 2. I can combine printed textures and images in a collage 3. I can select an arrangement before I fix it down 4. I can make a pivot, a lever and a linkage 5. I can adjust my linkage and compare the movement it makes 6. I can make a moving character to use in a performance	1. I can make a pinch form and a relief in clay 2. I can score and slip to join clay securely 3. I can compare a relief tile with a freestanding form 4. I can group ingredients and explain what makes a balanced meal 5. I can cut and grate safely with support 6. I can assemble a wrap for the school picnic and evaluate it
Skills to be taught throughout all units in KS2 where applicable A1 I can use my sketchbook to record observations, trials and alternative ideas A2 I can control tone, colour and form to achieve an intended effect A3 I can compare the methods and context of artists, architects and designers A4 I can explain my artistic intent using precise vocabulary and evaluate its impact D1 I can research a user and write design criteria D2 I can communicate my design through drawings, models and digital design D3 I can make accurately, test my product and improve it using evidence D4 I can evaluate my product against its criteria and justify my decisions			
Year 3	Art: Still life *Use contour, proportion and graduated shading; compare colour relationships.* Artists/designers: Vincent van Gogh; Paul Cézanne Outcome: A still-life painting from several observational studies. DT focus week: Cushions *Use templates; thread a needle; sew running stitch and a seam; add decoration.* Individual: William Morris Outcome: A small cushion for a reading-area user.	Art: Landscape monoprints *Draw a composition; explore positive and negative space; control ink and pressure.* Artists/designers: Hokusai Outcome: A landscape monoprint from studies of water, trees or weather. DT focus week: Pneumatic toys *Connect syringes and tubing; investigate air leaks and controlled movement.* Individual: George Devol (compare automation with pneumatic movement) Outcome: A pneumatic character for younger pupils.	Art: Sculptural vessels *Build clay coils; secure joins; combine open and solid form and view from different angles.* Artists/designers: Henry Moore; Magdalene Odundo Outcome: An original vessel with an explanation of form and surface. DT focus week: Eating seasonally *Compare seasonal ingredients; cut accurately; assemble and cook with supervision.* Individual: Hugh Fearnley-Whittingstall Outcome: A seasonal savoury dish for a family lunch.
Year 3 I can	1. I can use contour and graduated shading in an observational drawing 2. I can compare proportions and viewpoints 3. I can use my sketchbook to record observations, trials and alternative compositions 4. I can use a template and thread a needle 5. I can sew a running stitch and a seam	1. I can plan a composition and explore positive and negative space 2. I can control ink and pressure to make a monoprint 3. I can identify a method Hokusai used and explain how a trial changed my work 4. I can connect syringes and tubing to make a pneumatic system	1. I can build clay coils and secure the joins 2. I can combine open and solid form and review my work from several viewpoints 3. I can explain the form and surface of my vessel 4. I can compare seasonal ingredients and say where food is grown 5. I can cut accurately and cook a savoury dish with supervision

	6. I can ask a user what they need and make a cushion for the reading area	5. I can investigate air leaks and explain how to control the movement 6. I can make a pneumatic character for younger pupils	6. I can explain why I chose the ingredients for a family lunch
Year 4	Art: Atmospheric landscapes *Use tonal scales, hatching and cross-hatching; mix colour for light and atmosphere.* Artists/designers: J. M. W. Turner; a selected practising local landscape artist Outcome: A landscape developed from local observations. DT focus week: Slingshot cars *Construct a chassis; align axles; investigate friction and stored energy; improve after fair tests.* Individual: James Dyson (prototypes and redesign) Outcome: A model vehicle refined using distance-test results.	Art: Printed plant patterns *Simplify drawings into motifs; control repeated impressions, spacing and a limited palette.* Artists/designers: William Morris; Yinka Ilori Outcome: A printed fabric or paper panel inspired by local plants. DT focus week: Torches *Assemble a switched circuit; diagnose connections; design and fit a protective casing.* Individual: Lewis Latimer (contributions to electric lighting) Outcome: A torch prototype for an identified user.	Art: Expressive figures *Build an armature; model pose, texture and form; balance a freestanding figure.* Artists/designers: Alberto Giacometti Outcome: A figure communicating movement or emotion. DT focus week: Adapting a recipe *Measure consistently; change an ingredient; compare results; apply the adaptation to a savoury dish.* Individual: Mary Berry Outcome: An adapted biscuit plus a savoury scone or other savoury application.
Year 4 I can	1. I can use a tonal scale, hatching and cross-hatching 2. I can mix colour to suggest light and atmosphere 3. I can annotate the effect and technique I used and return to an earlier trial 4. I can construct a chassis and align the axles 5. I can investigate friction and stored energy using a fair test 6. I can improve my vehicle using the distances I recorded	1. I can simplify a drawing into a motif 2. I can repeat impressions with accurate spacing and a limited palette 3. I can select a technique to achieve an effect I have described 4. I can assemble a series circuit with a switch 5. I can find and fix a connection that is not working 6. I can design and fit a casing to suit the person who will use my torch	1. I can build an armature and model pose, texture and form 2. I can balance a freestanding figure 3. I can explain how my figure communicates movement or emotion 4. I can measure quantities consistently 5. I can change one ingredient and compare the result 6. I can apply what I have learned to a savoury recipe
Year 5	Art: Identity portraits *Use facial proportions, expressive line and tonal contrast; combine media purposefully.* Artists/designers: Frida Kahlo; Bisa Butler Outcome: A mixed-media portrait communicating identity. DT focus week: Bridges *Build and reinforce frames; test load; add a working pulley lift to a bridge model.* Individual: Isambard Kingdom Brunel Outcome: A model footbridge with recorded load tests and a tested lifting component.	Art: Two-colour prints *Plan layers; register two colours; control ink and refine consistency across a print series.* Artists/designers: Elizabeth Catlett Outcome: A print celebrating an everyday community contributor. DT focus week: Doodlers / equivalent motor unit *Connect a motor circuit; alter balance and friction; investigate meshing gears on a separate working rig.* Individual: Michael Faraday Outcome: A motorised drawing device improved after tests; explain geared movement.	Art: Belonging installation *Plan scale, space and repetition; test contrasting materials; consider the viewer.* Artists/designers: Yayoi Kusama; El Anatsui; compare Zaha Hadid's architectural use of form and space Outcome: A collaborative installation with identifiable individual contributions. DT focus week: Developing a recipe *Adapt a savoury recipe; compare nutrition, preparation, taste and ingredient cost.* Individual: Nadiya Hussain, revisited Outcome: An affordable family meal with a reasoned ingredient selection.
Year 5 I can	1. I can use facial proportions, expressive line and tonal contrast 2. I can combine media for a purpose 3. I can record the alternatives I rejected as well as the one I chose 4. I can build and reinforce a frame 5. I can test a load and record my results 6. I can add a working pulley lift to my bridge and explain how it works	1. I can plan layers and register two colours 2. I can refine a print series so that the results are consistent 3. I can justify my choices and respond to critique 4. I can connect a motor circuit 5. I can alter balance and friction to change how my device draws 6. I can build a geared rig and explain what happens when the gear sizes change	1. I can plan scale, space and repetition in an installation 2. I can test contrasting materials and consider the viewer 3. I can compare how an artist and an architect use form and space 4. I can adapt a savoury recipe for a family 5. I can compare nutrition, preparation, taste and the cost of ingredients 6. I can explain why I selected each ingredient for an affordable meal
Year 6	Art: Our changing community *Use perspective, proportion and composition; select drawing and painting techniques independently.* Artists/designers: David Hockney; L. S. Lowry	Art: Art with a message *Combine drawing, printing and collage; use visual hierarchy; evaluate and revise impact.* Artists/designers: Lubaina Himid; Barbara Kruger	Art: Memory, identity, ambition *Select suitable media; plan and refine sculpture or mixed media; curate and explain decisions.*

	Outcome: A personal interpretation of the local community, developed through alternative compositions. <u>DT focus week: Waistcoats / equivalent bag unit</u> *Develop patterns and seam allowance; cut precisely; sew secure seams and functional finishing.* Individual: Stella McCartney Outcome: A wearable item or reusable bag meeting a user specification.	Outcome: An original response to an issue pupils care about. <u>DT focus week: Navigating the world</u> *Research a route user; develop a digital design; program inputs and controlled outputs; test reliability.* Individual: Gladys West (modelling contributing to satellite navigation) Outcome: A programmed route prototype using a button or sensor and an LED or buzzer output; test with a user.	Artists/designers: Revisit Hepworth, Odundo or another studied artist Outcome: An independent exhibition piece and artist's statement. <u>DT focus week: Come dine with me</u> *Sequence tasks; prepare and cook mainly savoury dishes; cost and evaluate a menu.* Individual: Local chef or school catering professional Outcome: A group meal with individual practical roles, nutritional explanation and costing.
Year 6 I can	1. I can use perspective, proportion and composition 2. I can select drawing and painting techniques independently 3. I can develop alternative compositions before deciding on one 4. I can make a pattern with a seam allowance and cut precisely 5. I can sew secure seams and add a functional finish 6. I can make an item that meets a user's specification	1. I can combine drawing, printing and collage on purpose 2. I can use visual hierarchy and revise my work to strengthen its impact 3. I can explain my artistic intent using precise vocabulary 4. I can research a route user and develop a digital design 5. I can program an input to control an output and test that it is reliable 6. I can debug my prototype and test it with a user	1. I can select suitable media and plan and refine a sculpture or mixed-media piece 2. I can curate my work and explain my decisions in an artist's statement 3. I can evaluate the impact of my work and identify a useful next step 4. I can sequence the tasks needed to prepare and cook a meal 5. I can prepare and cook mainly savoury dishes using several techniques 6. I can cost a menu and justify seasonality and budget

How Art and DT are taught: Each termly art project runs across two blocks of three weekly art afternoons, giving six afternoons per project and approximately eighteen art afternoons each year. Design and Technology is taught in one protected focus week each term, normally five afternoons, using Kapow lesson sequences. In Reception, both subjects are taught through shorter adult-led experiences, play and continuous provision rather than the afternoon model. Cross-curricular links are opportunities to apply learning; Art and DT keep their own learning intentions and assessment.

This overview is reviewed annually.