



Art & DT Curriculum Summer Medium Term Plan

Year	Summer 1	Key skills	Summer 2	Key skills
Year 1	<p>Local Landscapes (<i>painting</i>)</p> <ul style="list-style-type: none"> Explore the local environment and discuss the different colours of nature Explore the use of colour used for painting and the mood and expression it creates Describe the process of mixing colours to create secondary colours. 	<ul style="list-style-type: none"> Investigate by mixing primary colours to create secondary colours. Learn to apply colour with a range of tools Discuss the work of a range of artists, linking to own art and finding similarities and differences. 	<p>Diverse People (<i>textiles/collage</i>)</p> <ul style="list-style-type: none"> Explore the environment, identifying different people, religions, cultures, identities and how we all celebrate differences. Identify different materials and techniques used for stitching to create a piece of collage art that explores identity. Explore the use of materials and the use of the product created. 	<ul style="list-style-type: none"> Perform threading and basic running stitch. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, and folding). Measure and mark out using a ruler.
	<p>Artists: Vincent Van Goh Stephen Wiltshire Wang Wei Claude Monet Wassily Kadinsky Frank Bowling</p>		<p>Artists: Dolan Geiman Kurt Schwitters</p>	
Year 2	<p>A Moment in Time (<i>drawing</i>)</p> <ul style="list-style-type: none"> Explore the surroundings of indoor and outdoor environment, looking closely at nature, objects and people. Explore using still life observations how to sketch with proportion. Discuss the work of other artists and find similarities and differences that can be used for inspiration. Draw from different angles and viewpoints. 	<ul style="list-style-type: none"> Continue with 4B, 2H, 6B and 4H. Choose from this set when drawing. Refine different techniques for shading, stippling, cross hatching, weaving, scribbling Discuss use of shadow, use light and dark. Sketch to make quick records Use real life observations to discuss work. Take inspiration from an artist and adapt their work 	<p>Maps (<i>construction</i>)</p> <ul style="list-style-type: none"> Explore architecture and models around the world, investigating what materials have been used. Research how freestanding structures can be made stronger, stiffer and stable. Use a range of materials and techniques to enhance planning. Create a 3D map/miniaturised city, town or landscape from recycled objects. Explore the purpose of using recycled items and how their product will be of use. 	<ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Use materials to practice drilling, screwing, gluing and nailing materials to make products. Design or record with ICT.

	<p>Artists: Vincent Van Goh Claude Monet Paul Cezanne Salvador Dali</p>		<p>Artists: Michelle Reader Leo Sewell Johnson Zuze</p>	
Year 3	<p>Global Cuisine (<i>cooking</i>)</p> <ul style="list-style-type: none"> • Explore where different types of foods come from and be able to group, identify and name them. • Explore the native foods of different countries, religions and cultures and investigate the ingredients used to create them. • Explore how to create a healthy dish that represents heritage and identity. 	<ul style="list-style-type: none"> • Prepare ingredients hygienically, using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob as needed). • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Explore the purpose of creating healthy meals 	<p>Festivals (<i>digital printing</i>)</p> <ul style="list-style-type: none"> • Explore countries, cultures, religions and traditions around the world and investigate the types of colours and prints that are used for clothing during festivals. • Explore colour, shape, line, symmetry in prints. • Explore the use of different medias to create prints that inspire or express identity. • Explore the purpose of creating prints and clothing. 	<ul style="list-style-type: none"> • To plan and develop work using a progression of skills • Work in different mediums to create prints (lino, wood, Polystyrene, etching, IT) • Relief and impressed printing • Recording texture and patterns • Print using 4 colours to understand the effects of overlay • To use different objects to create prints (roller, paintbrush, sponge) • Monoprint with a dash of colour • Block printing
	<p>Artists or Themes: Nadia Begum World food Healthy Cuisines Savoury/Sweet</p>		<p>Artists: Andy Warhol Henri Mattise Ash Uman Uzo Egonu</p>	

Year 4	<p>Kingdoms (sculpture)</p> <ul style="list-style-type: none"> Identify and name a variety of sculpting materials. Explore sculpture and architecture link to kingdoms across time and place. Explore how religion, race, tradition, culture and heritage have influenced such sculptures. Investigate and plan a sculpture that refers to a kingdom of choice (face, body, temple etc) 	<ul style="list-style-type: none"> Begin with sketches of the face using pencil and other mediums to experiment Refine skills - shape, form, model and construct (malleable and rigid materials) Use a variety of suitable carving and moulding materials accurately Understanding of different adhesives and methods of construction Use clay to pinch, roll, dent, carve and make coils 	<p>Home (woodwork)</p> <ul style="list-style-type: none"> Recognising that different countries use different materials to build houses. Explore the use of wood for houses in certain countries and identify pros and cons to using wood. Explore an existing product, sculpture, woodwork or home to learn how the product were designed and made. Use a variety of different types of wood to construct a durable, stable and aesthetic house with a roof, window slot and door where possible. Explore the purpose of creating products from wood. 	<ul style="list-style-type: none"> Cut and join materials accurately and safely by selecting appropriate tools. Revisit drilling, screwing, gluing, sawing and nailing materials Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Order their design steps. Explore an existing product: who designed and made the product, where products were designed and made, when products were designed and made. Use a variety of woods (sticks, tooth pick, skewers) for various parts of the build.
	<p>Artists: Alaa Awad Henry Moore Alexander Calder Picasso</p>		<p>Artists: Rachel Beach Martin Puryear Rob Heard</p>	
	<p>Artists: Zaha Hadid I.M.Pie Brinda Somoya Fazlur Rahman Khan David Michelangelo</p>		<p>Artist or Theme: Jamie Oliver Nadia Begum Sweet/Savoury Native foods</p>	
Year 5	<p>Wild Weather (painting)</p> <ul style="list-style-type: none"> Explore and observe the climate, change in season and vegetation in the local environment and identify what medias would best suit the mood and expression of the weather. Explore mixing colours to create tones, hues, shades to portray emotion and feeling. 	<ul style="list-style-type: none"> Use sketchbooks as a resource for experimenting and refining previously taught skills (mark/ line making - building texture) Explore creating emotion through different medias Observe and draw from still life. 	<p>Recycled Fashion (textiles)</p> <ul style="list-style-type: none"> Explore a range of prints, textures and fabrics to create recycled fashion by joining textiles with appropriate stitching. Investigate the importance heritage, culture, race and religion has on fashion and how it is viewed across the world. Explore textiles through time and discuss fashion from different 	<ul style="list-style-type: none"> Identify, name and group different types of materials and discuss their purpose. Join textiles with appropriate stitching. Learn cross stitch, back, running to finish seams.

	<ul style="list-style-type: none"> Suggest reasons why colours are used in different paintings and the meaning they could hold. Explore different techniques of painting and apply where appropriate. Observe the same environment on different days and discuss the similarities and differences noticed. 	<ul style="list-style-type: none"> Work in hues, tints, tones, shades and mood. Explore the use of texture in colour. Use colour for purpose. Take inspiration from an artist and adapt their work. Use a range of painting techniques, stippling, dry brushing, glazing, sgraffito. Creating texture with different types of paint (layering, carving, etching into paint) 	<p>periods and what materials may have been used.</p> <ul style="list-style-type: none"> Explore the suitability, durability and aesthetic of a material and its purpose. Explore the purpose of creating a piece of clothing. 	<ul style="list-style-type: none"> Select the most appropriate techniques to decorate textiles. Use decorative stitching, such as applique. Show precision in techniques. Take inspiration from an artist Use heritage, culture, race, religion to express their work through the choice of colour shape and overall aesthetic.
	<p>Artists: Vincent Van Goh Claude Monet Paul Cezzane Albert Wells Brenda Joysmith</p>		<p>Artists: Sandra Sandoor Katie Jones Bethany Williams Suave</p>	
Year 6	<p>Let Your Light Shine (painting/drawing)</p> <ul style="list-style-type: none"> Explore the effect of light on people and objects from different directions and compositions, interpreting the texture of a surface and concept of perspective. Further explore the use of colour for purpose, emotions and storytelling and identify how they are embedded into work. Explore in depth the use of different mediums and techniques used to create personal art that expresses identity. Explore using the source of distorted mirrors how reflection and perception can be changed. 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Refine different techniques for shading, stippling, cross hatching, weaving, scribbling. Concept of perspective. Work on hue, tint, tone, shades and mood. Creating texture with different types of paint (layering, carving, etching into paint). Paint with different tools, (paint brush, pint knife, sponge, fingers, sticks). 	<p>Building Bridges (construction)</p> <ul style="list-style-type: none"> Explore a range of bridges across the world from different periods of time and investigate the materials and structures that have been used. Explore how bridges have been designed and improved over time to create durable, safe, aesthetic builds. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Explore an existing product: how much products cost to make, how innovative products are, how sustainable the materials in products are what impact products have beyond their intended purpose. 	<ul style="list-style-type: none"> Plan and develop thoroughly with extensive research Explore to reinforce and strengthen a 3D framework with a range of adhesives and materials Develop a range of practical skills- cutting, drilling, screwing, nailing, gluing, filing and sanding. Explain their choice of materials and components according to functional properties and aesthetic qualities. Use techniques that involve a number of steps with thorough planning. Explore the materials used in different countries used to build bridges, (wood, bamboo, metal, brick).

	<p>Artists: Lynette Yiadom-Boakye) Frida Khalo Paul Cezanne</p>	<ul style="list-style-type: none">• Use a range of painting techniques, stippling, dry brushing, glazing, sgraffito.	<p>Artists: Zaha Hadid Horace Jones Sarah Guppy</p>	<ul style="list-style-type: none">• Choose from a range or materials to create and construct a bridge (wood, sticks, wire, clay, recycled plastic, hardened tissue, tooth picks, skewers).
--	--	--	--	--