

# Art and Design and Technology Long Term Plan

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	<p><b>Art</b></p> <p><b>What's different between me, mum and my grandparents?</b></p> <p><i>Self Portraits</i></p> <p>Colour wheel, colour mixing, face mapping, tone, shading, using lines, manipulating materials and fabrics, combine materials, evaluate, likes and dislikes, paper collage portraits.</p>	<p><b>D&amp;T</b></p> <p><b>What was Hyde like in the past?</b></p> <p><i>Structures</i></p> <p><i>Free standing structures</i></p> <p><b>Make local buildings and structures</b></p> <p>Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings. Planning making, selecting tools and new and recycled materials; using finishing techniques. Exploring existing freestanding structures; evaluating their own products against original criteria. Know about strengthening structures; knowledge of vocabulary.</p>	<p><b>Art</b></p> <p><b>What was the ancient Briton's greatest invention?</b></p> <p><i>Neolithic cave painting</i></p> <p>Create patterns using natural materials. Use lines to add surface details to prints. Make neolithic stone spheres in clay, add surface pattern.</p>	<p><b>D&amp;T</b></p> <p><b>How did life in Britain change when the Romans ruled?</b></p> <p><i>Textiles</i></p> <p><i>2-D shape to 3-D product</i></p> <p><b>Make an item of clothing or accessory</b></p> <p>Generate design criteria for an appealing product for specific users. Produce annotated sketches, prototype, final product sketches and pattern pieces. Select fabrics and fastenings according to functional characteristics. Investigate a range of 3-D textile products. Test their product against the original criteria and with the intended user.</p>	<p><b>Art</b></p> <p><b>How and why did the Anglo Saxons invade and settle in Britain?</b></p> <p><i>Anglo Saxon Jewellery Design</i></p> <p>In sketch books, Anglo Saxon jewellery design research. Explain intentions when developing ideas. Draw jewellery designs. Anglo Saxon Jewellery Indented metal/copper, fantasy film to create jewels.</p>	<p><b>D&amp;T</b></p> <p><b>What matters to the Vikings?</b></p> <p><i>Mechanisms</i></p> <p><i>Cams</i></p> <p><b>Viking Automata's</b></p> <p>Generate ideas through research and develop and communicate a simple design specification. Select use a range of tools and equipment to make products that are accurately assembled and well finished within the constraints of time, resources and cost. Compare the final product to the original design specification and test the quality of the design, manufacture and functionality with the user. Investigate famous manufacturing and engineering companies relevant to the project.</p>
Autumn 2	<p><b>D&amp;T</b></p> <p><b>Where do I live?</b></p> <p><i>Mechanisms</i></p> <p><i>Sliders and levers</i></p> <p><b>Moving bus, canal boat, vehicle person on main street canal in Hyde</b></p> <p>Generating, modelling and communicating ideas. Planning making, selecting tools and using finishing techniques. Exploring products; evaluating own product against original criteria. Exploring sliders and levers; understanding types of movement; technical vocabulary.</p>	<p><b>Art</b></p> <p><b>What is it like to live in Australia?</b></p> <p><i>Aboriginal dot art</i></p> <p><i>Message sticks</i></p> <p>Explore dot patterns and colour with paint. Make animal shapes. Study aboriginal dot art examples. Make message sticks, add background colour first.</p>	<p><b>D&amp;T</b></p> <p><b>What makes a river?</b></p> <p><i>Electrical systems</i></p> <p><i>Simple circuits and switches</i></p> <p><b>Make a lighthouse</b></p> <p>Use annotated sketches, cross-sectional and exploded diagrams to develop and communicate ideas. Select and use tools with some accuracy to cut, shape, join and finish. Use construction materials and electrical components according to their functional properties and aesthetic qualities. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</p>	<p><b>Art</b></p> <p><b>What is the impact of our angry Earth?</b></p> <p><i>Natural disaster art</i></p> <p>Techniques researched and explored in sketch books. Mixed media earthquake art</p>	<p><b>D&amp;T</b></p> <p><b>Why are biomes important to the world?</b></p> <p><b>(Arctic / Antarctica / Polar regions)</b></p> <p><i>Electrical Systems</i></p> <p><i>More complex switches and circuits</i></p> <p><b>Design an electrical product for explorers</b></p> <p>Develop a design specification for a functional product that responds automatically to changes in the environment. Formulate a step-by-step plan to making, listing tools, equipment, materials and components. Use a computer control program to enable an electrical product to work automatically in response to change in the environment.</p>	<p><b>Art</b></p> <p><b>Frida Kahlo</b></p> <p><b>Why would you visit Mexico?</b></p> <p>Research Frida Kahlo. Mini Frida Kahlo portraits in watercolour. Frida sculptures. Air dried clay heads, bottles, paper and pipe cleaners for bodies and arms.</p> <p><b>D&amp;T</b></p> <p><i>Food technology</i></p> <p><i>Celebrating culture and seasonality</i></p> <p><b>Mexican food- Make savoury dishes to eat together</b></p> <p>Generate and explore innovative ideas through research and discussion to develop a design brief. Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Using appropriate utensils and equipment accurately,</p>

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					Test and evaluate the system to demonstrate its effectiveness for the intended user and purpose. Know and use technical vocabulary relevant to the project.	make, decorate and present a food product for the intended user and purpose. Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification. Understand seasonality and the source of different food products.
Spring 1	<p><b>Art</b>  <b>How has family life changed over time?</b>  <i>Hundertwasser Houses</i>                      Research Hundertwasser. Create image board. Make own Hundertwasser inspired buildings.</p>	<p><b>D&amp;T</b>  <b>Who is Rosa Parks and why is she remembered?</b>  <i>Textiles</i>  <i>Uses of everyday materials</i>  <b>If Rosa Parks lived today, what would she wear?</b>  <b>Design a part of her outfit.</b>                      Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups                      Select from and use a range of tools and equipment to perform practical tasks.                      Select from and use a wide range of materials and components, including materials and textiles, according to their characteristics</p>	<p><b>Art</b>  <b>Why do we know more about the Egyptians than the Britons?</b>                      Alaa Awad modern Egyptian artist who looks at ancient Egypt for inspiration. Murals. Children painting skills to create portait and a tomb painting in the style of AA.</p>	<p><b>D&amp;T</b>  <b>How did the Romans control Britain? Why do we remember Boudicca?</b>  <i>Mechanisms</i>  <i>Lever and linkages</i>  <b>Moving information page about the Romans/Boudicca</b>                      Generate realistic ideas and use annotated sketches and prototypes to develop, model and communicate ideas.                      Select and use tools with some accuracy to cut, shape and join paper and card.                      Investigate and analyse their own and others' products with lever and linkage mechanisms.                      Understand and use lever and linkages, and fixed and loose pivots.</p>	<p><b>Art</b>  <b>How did the Anglo-Saxon rule change Britain?</b>    <b>Space</b>  <b>Peter Thorp kinetic art.</b>                      Research Peter Thorp. Explore colour, paint and movement. Create space experiment art</p>	<p><b>Why was Baghdad such an important city in 900CE? What mattered to the people in Baghdad?</b></p>
Spring 2	<p><b>D&amp;T</b>  <b>How is a farm different to Hyde?</b>  <i>Food technology</i>  <i>Preparing fruit and vegetables</i>  <b>Healthy food using vegetables grown on a farm.</b>  <b>Food to plate.</b>                      Designing appealing products for a user, investigating fruit and vegetables and generating ideas; communicating through talk and drawings.                      Selecting a range of fruits and vegetables; using simple utensils and equipment.</p>	<p><b>Art</b>  <b>How is Bangladesh similar and different to the UK?</b>  <b>Jamini Roy, painting skills, colours, clay? Joining techniques, joint dioramas</b>                      Research Jamini Roy paintings. Paint and draw with pens. Make self portraits in the style of Jamini Roy.</p>	<p><b>D&amp;T</b>  <b>What makes a mountain?</b>  <i>Food technology</i>  <i>Healthy and varied diet</i>  <b>Healthy packed lunch to take on a hike (walk up Werneth Low to test weight)</b>                      Generate ideas and develop design criteria for an appealing product for a user and purpose.                      Plan the main stages of a recipe, listing ingredients, utensils and equipment.                      Select from a range of ingredients to make appropriate food products.</p>	<p><b>Art</b>  <b>Why would you visit Spain?</b>  <b>Miro, sculpture</b>                      Research Miro, garden painting. Abstract gardens based on Miro's garden. Painted background, then permanent markers and Posca pens.                      Miro models linked to Spanish learning                      Sculpture    <b>D&amp;T</b>  <i>Food technology</i>  <i>Healthy and varied diet</i>                      Spanish food</p>	<p><b>D&amp;T</b>  <b>Why would you visit London?</b>  <i>Structures</i>  <i>Frame structures</i>  <b>Design a skyscraper.</b>                      Formulate a pan with a step-by-step list of tasks and resources.                      Use tools to accurately measure, mark out, cut, shape and join materials to make frameworks.                      Use finishing techniques suitable for the product and critically evaluate their products against a range of criteria.</p>	<p><b>Art</b>  <b>Where does our food come from? (trade) Fairtrade Fortnight</b>  <b>Van Gogh, painting</b>                      Research Van Gogh. Make study of eyes, use pastels, shade and tone. Make own sunflower paintings.</p>

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	Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria. Understand where ingredients come from and the basis of a healthy and varied diet.		Carry out and record evaluations of a variety of ingredients and products. Know a range of appropriate ingredients, and whether they are grown, reared or caught.	<b>Make savoury Spanish dishes to eat together</b> Generate ideas and develop design criteria for an appealing product for a user and purpose. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products. Carry out and record evaluations of a variety of ingredients and products. Know a range of appropriate ingredients, and whether they are grown, reared or caught.	Research key events and individuals relevant to frame structures.	
Summer 1	<b>Art</b> <b>What changed because of the Great Fire of London?</b> Sketching, artists around that time	<b>D&amp;T</b> <b>How has transport changed?</b> <i>Mechanisms</i> <i>Wheels and axles</i> <b>Create a vehicle.</b> Generate ideas and simple design criteria. Develop and communicate ideas through drawings and mock-ups. Select a range of tools and materials to perform practical tasks. Explore wheels and axles and evaluate their ideas and products against original criteria.	<b>Art</b> <b>What mattered to Ancient Greek people?</b> Doric, Ionic architecture in ancient Greece, pencil sketching. Greek coins		<b>Art</b> <b>How did the Industrial Revolution affect Tameside?</b> Architect, sketching	
Summer 2	<b>D&amp;T</b> <b>How is Antarctica similar/different to the UK?</b> <i>Textiles</i> <i>Templates and joining techniques</i> <b>Make a puppet</b> Design a functional, appealing product for a chosen user and purpose. Generate, develop and communicate ideas. Use a range of textiles, tools and equipment to perform practical tasks.	<b>Art</b> <b>Would you like to live beside the seaside?</b> <i>Seaside Monet</i> Research Monet. Explore paint and techniques. Create own seaside painting.	<b>D&amp;T</b> <b>Why would you visit Hyde?</b> <b>Fairtrade</b> <i>Structure</i> <i>Shell structures</i> <b>Make packaging for a Fairtrade product e.g. biscuits</b> Generate and develop realistic ideas and design criteria collaboratively and through analysis of existing products. Order the stage of making; selecting tools and using with some accuracy.	<b>Art</b> <b>How can I be a good citizen of the world? (Climate change, pollution, deforestation)</b> Trevor Grimshaw 1950s pollution, hazy landscapes. Still life drawing in Hyde. Create contrasting positive pictures of the world as a better place.	<b>D&amp;T</b> <b>Why are biomes important to the world? (Rainforests)</b> <i>Textiles</i> <i>Combining different fabric shapes.</i> <b>Create a textile product to sell in support of WWF/Save the Rainforest, bag, t-shirt, hat, pencil case.</b> Generate and communicate innovative ideas through research.	<b>Art</b> Roof toppers, sketching and drawing

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	<p>Explore and evaluate existing textile products and their own ideas and products. Understand how 3-D textile products are made, using joining, templates and finishing to create two identical shapes.</p>		<p>Investigate and evaluate shell structures, and construct strong, stiff shell structures. Test and evaluate own products against design criteria and intended user and purpose.</p>		<p>Produce detailed lists of equipment and fabrics and formulate step-by-step plans for making. Investigate and analyse textile products linked to their final product to the original design specification. Know that a 3-D textile product can be made from a combination of pattern pieces, fabric shapes and different fabrics and that fabrics can be strengthened, stiffened and reinforced.</p>	
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### Key Stage 1 Art

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

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

### Key Stage 2 Art

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history