



Art & DT long-term plan

Writing in blue denotes revision of key learning.

Autumn		Spring		Summer		
	Art	DT	Art	DT	Art	DT
EYFS Robins	Leaves/ fireworks / poppies printing /colour mixing Georgie O'Keefe / Kadinsky	Sticking, cutting & planning	Chinese lanterns / winter trees Mothering Sunday card art	<u>Bookmarks</u> : design a bookmark, considering what to include and why	Snail trails / butterfly symmetry / webs Draw observations	Adapt & improve original ideas
Year 1 Owls	Spirals	Mechanisms (school)	Exploring Watercolour	Textiles	Making Birds	Food (environment)
	Using drawing, collage and mark- making to explore spirals. Introducing sketchbooks.	Sliders and levers Design appealing products; use a range of tools; evaluate existing products; use mechanisms	Exploring watercolour and discovering we can use accidental marks to help us make art.	<u>Puppets</u> : Explore different ways of joining fabrics. Develop technical skills of cutting, stapling and pinning.	Sculptural project: making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	Preparing fruit and vegetables Use the basic principles of a healthy and varied diet to prepare dishes; where food comes from.
Year 2 Swallows	Explore & Draw	Mechanisms (industry)	Expressive Painting	Structures	Stick Transformation	Food (home)
	Introducing the idea that artists can be collectors & explorers as they <u>develop drawing and composition skills</u>	Wheels and axles Design appealing products; use a range of tools; evaluate existing products; use mechanisms	Explore how painters use paint in expressive ways. Explore colour mixing and <u>experimental mark making</u> .	<u>Baby bear's chair</u> : pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials.	Artists use their creative skills to re- see and re-imagine the world. Explore how you can <u>transform a familiar object</u>	<u>Preparing fruit and vegetables</u> <u>Use the basic principles of a healthy and varied diet to prepare dishes; where food comes from.</u>
Year 3 & 4 Golden Eagles (24/25)	Storytelling through Art	Structures (home)	Exploring Still Life	Mechanical Systems	Festival Feasts	Textiles (environment)
	Explore how artists create sequenced drawings to <u>share and tell stories</u> .	Shell structures Research & develop design criteria; use a range of equipment; history of DT; design complex structures	Explore artists working with the genre of still life, contemporary and more traditional.	<u>Pneumatic toys</u> : design and create a toy with a pneumatic system. Thumbnail sketches and exploded diagrams.	Drawing and Making inspired by food. How might we use food and art to bring us together?	2-D shape to 3-D product Model their ideas in a variety of ways; make reasoned choices about materials; analyse existing products
Year 3 & 4 Golden Eagles (25/26)	Gestural Drawing	Mechanical Systems (school)	Cloth, Thread, Paint	Digital World	Animated Drawings	Food (environment)
	<u>Making loose, gestural drawings</u> with charcoal, and exploring drama and performance	<u>Levers</u> and linkages Research & develop design criteria; use a range of equipment; analyse existing products	Explore how artists combine media to create work in response to landscape.	<u>Mindful moments timer</u> : design, program, prototype and brand a Micro:bit timer to a specified amount of minutes.	Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	Healthy and varied diet Apply principles of a healthy, varied diet; use a range of cooking techniques; understand seasonality.
Year 5 Herons	Typography & Maps	Textiles (industry)	Exploring Identity	Structures	Shadow Puppets	Food (Home)
	Exploring how we can create typography through <u>drawing and design</u> , and use our skills to create highly visual maps.	Combining different fabric shapes Research & develop design criteria; use a range of equipment; history of DT; design complex structures	Discover how artists use layers and juxtaposition to create artwork which <u>explores identity</u> . Make your own layered portrait.	<u>Bridges</u> : create their own bridge and test its durability - using woodworking tools and techniques.	Explore how traditional and contemporary artists use cut-outs for <u>artistic effect</u> .	<u>Culture and seasonality</u> <u>Apply principles of a healthy, varied diet; use a range of cooking techniques; understand seasonality.</u>
Year 6 Merlins	2D to 3D	Structures (environment)	Mixed Media Cityscapes	Structures	Architecture	Electrical Systems (home)
	Explore how <u>2D drawings can be transformed into 3D objects</u> . Work towards a sculptural or a graphic design outcome.	Frame <u>Structures</u> Research & develop design criteria; use a range of equipment; history of DT; design complex structures	Explore how artists use a <u>variety of media</u> to capture the spirit of a place.	<u>Playgrounds</u> : design and create a model for a new playground.	Explore the responsibilities architects have to design us a better world. <u>Make your own architectural model</u> .	More complex <u>switches and circuits</u> Model their ideas in a variety of ways; make reasoned choices about materials; evaluate ideas