

Art and Design

Curriculum Principles

By the end of Y6, a student of art and design at Dixons Manningham Academy will:

Take imaginative risks and experiment with materials and processes. In doing so, they will develop themselves personally and be able to learn about the world around them.

Understand how to read artwork and have developed visual literacy skills in order to meaningfully interpret the world around them.

Have a wide range of skills, techniques and attributes needed to design and implement their ideas.

Actively engage in debate and discussion about art they observe from both contemporary and historical sources and refer to their own practice to contextualize their thoughts.

Understand how art and design can be utilised to deepen understanding of other curriculum areas.

Reading is our main focus, in order to access education students need to be highly competent readers as such our curriculum is based on the following:

Skills are taught within each unit; these have been mapped out within each medium and spiral in order to provide depth as they progress through the academy.

Regular opportunities to practice the skills are developed through discrete lessons using sketch books leading to a challenge in which they can showcase their growing skills

Authentic experiences are used where possible to link art and design to other subject areas.

We fully believe art and design can contribute to the personal development of students at DMN:

By selecting a wide variety of cultural art, the art and design curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities; thus, promoting cohesion and empathy and a deeper understanding of different cultures.

Through discussions about art and design we create the opportunity to increase emotional intelligence so that students can better understand their own and other people's feelings.

Creating authentic links with historical events enables students to gain a better understanding of our history and cultural development, providing a strong link to understanding who we are and where we came from.

Art and DT

Curriculum overview

	Cycle 1	Cycle 2	Cycle 3
Nursery	<p>Experiment and make marks with tools provided</p> <p>Realise tools can be used for a purpose</p> <p>Hold paper and make random cuts</p> <p>Explore and describe properties of paint</p> <p>Understands that glue is used for the purpose of sticking</p> <p>Uses a glue spreader to apply PVA glue</p> <p>Use and carry scissors safely</p> <p>Explore and learn how sounds can be changed</p>	<p>Draw lines and different shapes with a variety of implements</p> <p>Experiment with mark making as a form of observational drawing</p> <p>Draw with increasing complexity and detail</p> <p>Put tape onto the edge of the table before cutting</p> <p>Develop complex stories using small world equipment</p>	<p>Show emotions in drawings and paintings</p> <p>Use different materials to create shade, light and dark</p> <p>Explore what happens when colours are mixed</p> <p>Begin to use a hole-punch, split pins & treasury tags</p> <p>Cut tape to an appropriate length and use a single piece for a single join</p>
Reception	<p>Art Self-portraits/Families - links to history, science and early writing</p> <p>Observational drawings/paintings and collage and 3D junk modelling</p> <p>Practice tearing and cutting using scissors.</p> <p>Use a glue spreader to apply glue</p> <p><i>Vocabulary: tear, cut, snip, mix, brush, thick, thin, colour names, glue, stick</i></p> <p>Structural DT - links to history, science, Art and early writing</p> <p>Observational drawings/paintings, collage and 3D junk modelling</p> <p>Practice tearing and cutting using scissors</p> <p>Combine boxes using different tape. Fold paper for a purpose (fireworks, cards)</p> <p>Decide whether PVA or Pritt Stick glue is the best glue for the purpose</p> <p>Painting ART</p> <p>Explore powder paints: Mixing colours, changing consistency by adding more powder or water</p> <p>Mix primary colours (powder paints) to create secondary colours</p> <p>Experiment with thick and thin brushes</p> <p>Art and design work related to Bonfire Night, Diwali, Eid and Christmas</p> <p>Being imaginative and Expressive</p> <p><i>Vocabulary: light, dark, primary and secondary colour names, attach, fold</i></p>	<p>Printing Art- links to English, maths, geography, science</p> <p>Print with a mixture of objects and textures (in clay and paint).</p> <p>Make patterns in paint/clay</p> <p>Use string and ribbon for a purpose.</p> <p><i>Vocabulary: print, imprint, press, pattern, thread</i></p> <p>Drawing Art - links to geography, science</p> <p>Create observational drawings using the correct colour or making sound colour choices (spring flowers, trees, woodland animals)</p> <p>Experiment with different ways of using mark making implements (i.e. dotting, making lines, blocking).</p> <p>Make models using different methods of fixing and joining. (Hansel and Gretel Houses)</p> <p>Understand masking tape can be painted</p> <p>Being Imaginative and Expressive</p> <p><i>Vocabulary: lines, marks, dots, shade, light/dark touch</i></p>	<p>Structural DT - links to science</p> <p>Make models using different methods of fixing and joining. (animal habitats)</p> <p>Clay modelling (chicks, minibeasts). Embellish when wet, paint when dry</p> <p>Explore a range of materials for joining and shaping</p> <p><i>Vocabulary: mould, sculpt, bend, roll, pinch, smooth</i></p> <p>DT - links to history, geography</p> <p>Creating with Materials</p> <p>Choosing from a range of materials/techniques</p> <p>Make models using different methods of fixing and joining.</p> <p>Use hole punches and treasury tags.</p> <p>Clay modelling. Embellish when wet, paint when dry.</p> <p>Famous paintings – Critique well known art. Emulate, choosing from a range of materials/techniques.</p> <p>Being Imaginative and Expressive</p> <p><i>Vocabulary: notice, copy, similar</i></p>
Year 1	<p>Mechanical DT: links to history & science</p> <p>Observational drawings using a range of media to accentuate the difference between old and new toys</p> <p>Design and build a toy using sliders as a mechanism.</p> <p><i>Vocabulary: design, evaluate, mechanism, slider, media, observational</i></p> <p>Textiles DT: links to geography</p>	<p>Structural /Construction DT: links to history</p> <p>To explore and recreate patterns and textures through printing with an extended range of materials</p> <p>Design and build a castle through the use of mockups and using a range of joining techniques</p> <p><i>Vocabulary: design, evaluate, make, evaluate, joining techniques</i></p> <p>Painting Art: links to science</p>	<p>Sculpture Art: links to science</p> <p>3D sculptures: compare and recreate form and shape to create natural and man-made environments ie collage art for playground</p> <p>Repetition, pattern</p> <p>Understand how natural adhesives can be used – flour and water</p> <p><i>Artist: Andy Goldsworthy</i></p> <p>Cooking and Nutrition</p>



	Cycle 1	Cycle 2	Cycle 3
	<p>Understand that colour can be used to represent emotions and seasons and utilise within planning</p> <p>Utilise a range of weaving methods and techniques in order to produce an end product</p> <p><i>Vocabulary: textiles, weaving, loom, material names (seasonal names & emotions)</i></p>	<p>Explore lightening and darkening paint with the use of black and white (tone)</p> <p>Build on the knowledge of primary colours and build on mixing secondary colours</p> <p><i>Vocabulary: primary colours, secondary colours, tone</i></p>	<p>DT – links to science</p> <p>Explain what is being made and why</p> <p>Select appropriate tools and equipment for the purpose</p> <p><i>Vocabulary: form, shape, sculpture natural materials, bitter, sweet</i></p> <p>Painting : links to geography</p> <p>Build on knowledge of primary colours and start to mix a range of secondary colours</p> <p>Explore lightening and darkening paint with the use of black or white (Flag)</p> <p><i>Vocabulary: primary colours, secondary colours, tone</i></p>
Year 2	<p>Cooking and Nutrition : links to Science</p> <p>Know that a healthy diet is made up from a variety of food and drink</p> <p>The eat well plate</p> <p>Measure and weigh ingredients appropriately</p> <p>Follow a recipe.</p> <p>Vocabulary: line, tone grades, measure, weigh, recipe, make, evaluate</p> <p>Structural DT : links to History and Maths</p> <p>State what product they are designing and making</p> <p>Use simple design criteria to help develop ideas of how to strengthen the house</p> <p>Use knowledge of existing structures research</p> <p>Select from a range of tools and equipment and explain their choices</p> <p>Measure, mark-out and cut materials</p> <p>Assemble, join and combine materials</p> <p>Use finishing techniques - link to art</p> <p>Suggest how their product can be improved</p> <p><i>Vocabulary: strengthen, strong, structure, join, stick</i></p>	<p>Painting Art: links to Maths</p> <p>Continue to build on their knowledge of primary colours and mix a range of secondary colours, moving towards predicting</p> <p>Begin to mix colour shades and tones</p> <p>Vocabulary: shades, tone, secondary, primary</p> <p>Print Making links to Maths</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes, take simple prints</p> <p><i>Vocabulary: printing, rollers, repetition</i></p> <p>Textiles DT: links to History</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product</p> <p>Use basic sewing techniques</p> <p><i>Vocabulary: fabric, sew, needle, thread, hinge</i></p>	<p>Drawing Art : links to Science, Maths</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil</p> <p><i>Vocabulary: tone, shade, light, dark</i></p> <p>3D Art : links to Geography, Art and Maths</p> <p>Make a diorama style of a seaside scene using things they know and imagine their own – using pebbles, sand, scrunched newspaper – this will cover the texture and surface patterns below</p> <p>Shape, form, construct and model from observation and imagination</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p> <p><i>Vocabulary: shape, form, textures</i></p>
Year 3	<p>Links to Geography</p> <p>Collage</p> <p>Textiles DT: links to science</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Join fabrics using running stitch, over sewing and back stitch.</p> <p>Use appropriate decoration techniques (glue).</p> <p>Apply decoration, use beads, buttons, feathers etc</p>	<p>Sculpture Art : links to science and geography</p> <p>Join two parts of clay successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique</p>	<p>Painting: links to Maths</p> <p>Mix colours and know which primary colours make secondary colours · Use more specific colour language · Mix and use tints and shades</p> <p><i>Vocabulary: design. Make, evaluate, texture, strengths, weaknesses</i></p> <p>Print making ART:links to science</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>



	Cycle 1	Cycle 2	Cycle 3
Year 4	<p>Create a simple pattern</p> <p>Show further changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>To record textile explorations and experimentations as well as try out ideas (i.e. pictures of twisting, plaiting or fraying materials)</p> <p><i>Artists: Adire</i></p> <p><i>Vocabulary: running stitch, back stitch, pattern, knotting, fraying, fringing, twisting, plaiting</i></p> <p>Drawing Art</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes</p> <p>use line and tone</p> <p><i>Vocabulary: line, tone grades</i></p>	<p><i>Vocabulary: modelling, join, carve</i></p> <p>Mechanical DT: links to science</p> <p>Investigate magnetic games and design and create own</p> <p>Measure and mark out accurately</p> <p>Cut materials accurately and safely by selecting appropriate tools · cut slots ·</p> <p>Evaluate: Identify the strengths and weaknesses of their design ideas</p> <p>Explain how to improve product</p> <p>Discuss how well the finished product meets the design criteria and how well it meets the needs of the user</p>	<p>practices and disciplines, and making links to their own work</p> <p>Print simple pictures using different printing techniques.</p> <p>Explore mono-printing</p> <p>Demonstrate experience in 3 colour printing</p> <p><i>Artists: Morris, Labelling</i></p> <p><i>Vocabulary: mono-printing</i></p> <p>Cooking and Nutrition DT: links to science and geography</p> <p>Start to know that food is grown, reared and caught in the world</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p>
	<p>Mono printing Art: links to history and geography</p> <p>Use mono printing and expand to 3 colour printing to make a print</p> <p><i>Artists: Rothenstein, Kunisada</i></p> <p><i>Vocabulary: mono print, mixing, palette, acetate, tone, shade and cross hatch</i></p> <p>Painting Art: links to science</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Mix colour, shades and tones with increasing confidence</p> <p>Use light and dark and show understanding of complimentary colours</p> <p>Discuss and review own and others work.</p> <p><i>Artists: Hopper, Rembrandt</i></p> <p><i>Vocabulary: effects, complimentary colours, shades, tones, blocking, washes, textured effects</i></p>	<p>Sculpture 3D Art : links to history</p> <p>Create own Egyptian museum artefacts and curate own museum</p> <p>Make a slip to join to pieces of clay</p> <p>Decorate, coil, and produce marquettes confidently when necessary</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Gain more confidence in carving as a form of 3D art</p> <p>Discuss and review own and others work</p> <p><i>Vocabulary: slip, join, sculptures, carving</i></p> <p>Mechanical/electrical DT: links to science</p> <p>DT-Create parallel circuits</p> <p>Measure and mark out to the nearest mm</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</p> <p>Strengthen materials using suitable techniques</p> <p>Choice of glue to use based upon the purpose of the fixing</p> <p><i>Vocabulary: measure, mark, slots, cut outs, fixing, strength</i></p>	<p>Structural DT: links to music and English</p> <p>Make junk musical instruments to use to retell the story of Peter and the Wolf by Sergei Prokofiev (1936) or an innovated / invented alternative, with instruments that represent the characters</p> <p>DT Measure and mark out to the nearest mm</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Strengthen materials using suitable techniques</p> <p>Makes decisions about which glue to use based upon the purpose of the fixing</p> <p><i>Vocabulary: shape, cut out, slots, fixing</i></p> <p>Drawing Art: links to history and geography</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective</p> <p>Further develop drawing a range of tones, lines using a pencil</p> <p><i>Vocabulary: lines tone, grades, variation</i></p>



	Cycle 1	Cycle 2	Cycle 3
	<p>Painting Art: links to History</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Mix colour, shades and tones with confidence building on previous knowledge</p> <p>Use sketchbooks to collect and record visual information from different sources</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Make quality products. · Produce two colour tie dye</p> <p><i>Artists: Lowry, Matisse, Magritte</i></p> <p><i>Vocabulary: atmosphere, light effects, blocking, washes, shades, tones</i></p> <p>Printmaking Art: links to history</p> <p>Demonstrate experience in a range of printmaking techniques</p> <p>Show experience in a range of mono print techniques.</p> <p>Textiles DT: links to History</p> <p>Begin to measure and mark out more accurately and use finishing techniques</p> <p>Create 3D products using pattern pieces and seam allowance. Understand pattern layout.</p> <p>Join fabrics using over sewing, back stitch and blanket stitch.</p> <p>Continue to apply decorations using needle and thread, buttons and sequins</p> <p><i>Vocabulary: pattern, seam, back stitch blanket stitch, tie dye</i></p>	<p>Sculpture 3D Art: links to Science</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Confidently carve a simple form</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining</p> <p>Discuss and review work</p> <p><i>Vocabulary: slabbing, coiling, glaze, paint, polish, sculptures</i></p> <p>Drawing Art: links to Science</p> <p>Draw at length to develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop close observation skills using a variety of view finders.</p> <p><i>Artists: Rossetti, Klee, Calder, Cassatt</i></p> <p><i>Vocabulary: line, tone, pattern, texture</i></p>	<p>Mechanical/structural DT (Automa): links to Science</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Measures materials accurately so that both inside and outside dimensions of intended outcome are accounted for.</p> <p>Uses hinges and other mechanical elements in model or product.</p> <p>Uses doweling alongside other fixing techniques to strengthen joints.</p> <p>Materials/Tech Cut accurately and safely to a marked line.</p> <p>Join/combine materials moving joints.</p> <p>Use Bradawl to mark hole positions.</p> <p>Join materials using appropriate methods.</p> <p>Use a cam to make an up and down mechanism.</p> <p>Build frameworks using a range of materials to support mechanisms. E.g. wood, corrugated card and plastic. · Use a glue gun with close supervision.</p> <p><i>Vocabulary: measure, hinge, join, combine, mark</i></p> <p>Drawing Art: links to Geography</p> <p>Use sketchbooks to start to develop their own style using tonal contrast and mixed media</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Cooking and Nutrition DT</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, kneading spreading</p> <p>Know that recipes can be adapted to change appearance, taste texture and aroma</p> <p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p><i>Vocabulary: savoury, preparation, safety, hygiene, nutrients, water, fibre, healthy</i></p>



	Cycle 1	Cycle 2	Cycle 3
	<p>Mechanical/ Electrical/Structural DT: links to science</p> <p>Accumulation of construction skills to design and make a working fairground model</p> <p>Draw on research</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)</p> <p>Measures materials accurately so that both inside and outside dimensions of intended outcome are accounted for</p> <p>Uses hinges and other mechanical elements in model or product. · Uses doweling alongside other fixing techniques to strengthen joints</p> <p>Develop a step-by-step plan as a guide to making</p> <p>Accurately apply a range of finishing techniques, including from ART</p> <p>Evaluate the quality of design, manufacture of the product</p> <p><i>Vocabulary: measure, hinge, join, combine, mark</i></p> <p>Drawing Art: links to History</p> <p>Research the work of courtroom artists such as Priscilla Coleman</p> <p>Create artwork using chalks and pastels in the style of a courtroom artists</p> <p><i>Vocabulary: sketch, pencil, gradings, tone, shadow, memory, printmakers, illustrations</i></p>	<p>3D Art: links to history</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Demonstrate experience in relief and freestanding work using a range of media · Confidently carve a simple form</p> <p>Use sketchbooks, plan a sculpture through drawing and other preparatory work.</p> <p>Printmaking-</p> <p>Develop ideas from a range of sources. Demonstrate experience in a range of printmaking techniques</p> <p><i>Vocabulary: pinch, slab, coil, glaze, paint, polish</i></p> <p>Acrylics Art: links to science</p> <p>Work in a sustained way through the development of: colour, tone and shade</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Mix colour, shades and tones with confidence building on previous knowledge</p> <p><i>Vocabulary: tone, shade, washes, textures</i></p>	<p>Drawing Art: links to science</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt work according to own views and describe how to develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p><i>Artist: Da Vinci</i></p> <p><i>Vocabulary: shading, hatching</i></p> <p>Textiles DT- wet felting: links to history</p> <p>Work in a sustained way to create images of Bradford. Using historical wet felting techniques.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Identify changes they might or how their work could be developed further.</p> <p><i>Vocabulary: fleece, wool fibres, compression, felting process,</i></p>

