

## Art and Design

### Curriculum Principles

#### By the end KS2, students of art and design at Dixons Manningham 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

#### In order to achieve this our curriculum has been intelligently sequenced based on the following rationale:

- 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 & DT Curriculum Overview

	Cycle 1	Cycle 2	Cycle 3
<b>Reception</b>	<p><b>Self-portraits/Families - links to history, science and early writing</b></p> <ul style="list-style-type: none"> <li>Observational drawings/paintings and collage</li> <li>Explore powder paints: mixing colours, changing consistency by adding more powder or water. Experiment with thick and thin brushes</li> <li>Practice tearing and cutting using scissors. Use a glue spreader to apply glue</li> </ul> <p><i>Vocabulary: tear, cut, snip, mix, brush, thick, thin, colour names, glue, stick</i></p> <p><b>Observational - links to history, science and early writing</b></p> <ul style="list-style-type: none"> <li>Observational drawings/paintings, collage and 3D junk modelling</li> <li>Mix primary colours (powder paints) to create secondary colours</li> <li>Combine boxes using different tape. Fold paper for a purpose (fireworks, cards)</li> <li>Decide whether PVA or Pritt Stick glue is the best glue for the purpose</li> <li>Art and design work related to Bonfire Night, Diwali, Eid and Christmas</li> </ul> <p><i>Vocabulary: light, dark, primary and secondary colour names, attach, fold</i></p>	<p><b>Printing - links to English, maths, geography, science</b></p> <ul style="list-style-type: none"> <li>Print with a mixture of objects and textures (in clay and paint).</li> <li>Make patterns in paint/clay</li> <li>Use string and ribbon for a purpose. Make a necklace</li> </ul> <p><i>Vocabulary: print, imprint, press, pattern, thread</i></p> <p><b>Observational - links to geography, science</b></p> <ul style="list-style-type: none"> <li>Create observational drawings using the correct colour or making sound colour choices (spring flowers, trees, woodland animals)</li> <li>Make models using different methods of fixing and joining. (Hansel and Gretel Houses)</li> <li>Understand masking tape can be painted</li> </ul> <p><i>Vocabulary: lines, marks, dots, shade, light/dark touch</i></p>	<p><b>Models - links to science</b></p> <ul style="list-style-type: none"> <li>Make models using different methods of fixing and joining. (animal habitats)</li> <li>Clay modelling (chicks, minibeasts). Embellish when wet, paint when dry</li> </ul> <p><i>Vocabulary: mould, sculpt, bend, roll, pinch, smooth</i></p> <p><b>Observational - links to history, geography</b></p> <ul style="list-style-type: none"> <li>Circus paintings. Critique well known circus art. Emulate choosing from a range of materials/techniques</li> <li>Make models using different methods of fixing and joining. (circus tent, vehicles) Use hole punches and treasury tags</li> </ul> <p><i>Vocabulary: notice, copy, similar</i></p>
<b>YEAR 1</b>	<p><b>Mechanical Toys: links to history &amp; science</b></p> <ul style="list-style-type: none"> <li>Observational drawings using a range of media to accentuate the difference between old and new toys</li> <li>Design and build a toy using sliders as a mechanism</li> </ul> <p><i>Vocabulary: design, evaluate, mechanism, slider, media, observational</i></p> <p><b>Textiles: links to geography</b></p> <ul style="list-style-type: none"> <li>Understand that colour can be used to represent emotions and seasons and utilise within planning</li> <li>Utilise a range of weaving methods and techniques in order to produce an end product</li> </ul> <p><i>Vocabulary: textiles, weaving, loom, material names (seasonal names &amp; emotions)</i></p>	<p><b>Construction: links to history</b></p> <ul style="list-style-type: none"> <li>To explore and recreate patterns and textures through printing with an extended range of materials</li> <li>Design and build a castle through the use of mockups and using a range of joining techniques</li> </ul> <p><i>Vocabulary: design, evaluate, make, evaluate, joining techniques</i></p> <p><b>Painting: links to science</b></p> <ul style="list-style-type: none"> <li>Explore lightening and darkening paint with the use of black and white (tone)</li> <li>Build on the knowledge of primary colours and build on mixing secondary colours</li> </ul> <p><i>Vocabulary: primary colours, secondary colours, tone</i></p>	<p><b>Sculpture: links to science</b></p> <ul style="list-style-type: none"> <li>3D sculptures: compare and recreate form and shape to create natural and man-made environments ie collage art for playground</li> <li>Repetition, pattern</li> <li>Understand how natural adhesives can be used – flour and water</li> </ul> <p><b>Artist: Andy Goldsworthy</b></p> <p><b>Food DT – links to science</b></p> <ul style="list-style-type: none"> <li>Explain what is being made and why</li> <li>Select appropriate tools and equipment for the purpose</li> </ul> <p><i>Vocabulary: form, shape, sculpture natural materials, bitter, sweet</i></p> <p><b>Painting : links to geography</b></p> <ul style="list-style-type: none"> <li>Build on knowledge of primary colours and start to mix a range of secondary colours</li> <li>Explore lightening and darkening paint with the use of black or white</li> </ul> <p><i>Vocabulary: primary colours, secondary colours, tone</i></p>

- YEAR 2	<p><b>Textiles links to History</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to cut, shape and join fabric to make a simple product</li> <li>• Use basic sewing techniques</li> </ul> <p><i>Vocabulary: fabric, sew, needle, thread, hinge</i></p>	<p><b>Painting: links to Maths</b></p> <ul style="list-style-type: none"> <li>• Continue to build on their knowledge of primary colours and mix a range of secondary colours, moving towards predicting</li> <li>• Begin to mix colour shades and tones</li> </ul> <p><i>Vocabulary: shades, tone, secondary, primary</i></p> <p><b>Print Making links to Maths</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make simple marks on rollers and printing palettes, take simple prints</li> </ul> <p><i>Vocabulary: printing, rollers, repetition</i></p> <p><b>Cooking: links to science</b></p> <ul style="list-style-type: none"> <li>• Know that a healthy diet is made up from a variety of food and drink</li> <li>• The eat well plate</li> <li>• Measure and weigh ingredients appropriately</li> <li>• Follow a recipe</li> </ul> <p><i>Vocabulary: line, tone grades, measure, weigh, recipe, make, evaluate</i></p>	<p><b>Drawing : links to Science, Maths</b></p> <ul style="list-style-type: none"> <li>• Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil</li> </ul> <p><i>Vocabulary: tone, shade, light, dark</i></p> <p><b>3D Art : links to Geography, DT and Maths</b></p> <p>Not sure what they're doing here? 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 (Please see year 2 art ideas on share point)</p> <ul style="list-style-type: none"> <li>• Shape, form, construct and model from observation and imagination</li> <li>• Demonstrate experience in surface patterns/ textures and use them when appropriate</li> <li>• Explore carving as a form of 3D art</li> </ul> <p><i>Vocabulary: shape, form, textures</i></p>
YEAR 3	<p><b>Print making: links to science</b></p> <p><b>Explore 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</b></p> <ul style="list-style-type: none"> <li>• Print simple pictures using different printing techniques.</li> <li>• Explore mono-printing</li> <li>• Demonstrate experience in 3 colour printing</li> <li>• Artists: Morris, Labelling</li> </ul> <p><i>Vocabulary: mono-printing</i></p> <p><b>Textiles: links to science</b></p> <ul style="list-style-type: none"> <li>• Start to measure, tape or pin, cut and join fabric with some accuracy.</li> <li>• Join fabrics using running stitch, over sewing and back stitch.</li> <li>• Use appropriate decoration techniques (glue).</li> <li>• Apply decoration, use beads, buttons, feathers etc</li> <li>• Create a simple pattern</li> <li>• Show further changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</li> </ul>	<p><b>Sculpture: links to science and geography</b></p> <ul style="list-style-type: none"> <li>• Join two parts successfully</li> <li>• Construct a simple base for extending and modelling other shapes.</li> <li>• Produce more intricate surface patterns/ textures and use them when appropriate</li> <li>• Continue to explore carving as a form of 3D art</li> </ul> <p>Use language appropriate to skill and technique</p> <p><i>Vocabulary: modelling, join, carve</i></p> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes</li> <li>• use line and tone</li> </ul> <p><i>Vocabulary: line, tone grades</i></p>	<p><b>Construction: links to science</b></p> <ul style="list-style-type: none"> <li>• Investigate magnetic games and design and create own</li> <li>• Measure and mark out accurately</li> <li>• Cut materials accurately and safely by selecting appropriate tools · cut slots ·</li> <li>• Evaluate: Identify the strengths and weaknesses of their design ideas</li> <li>• Explain how to improve product</li> <li>• Discuss how well the finished product meets the design criteria and how well it meets the needs of the user</li> </ul> <p><b>Painting: links to Maths</b></p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours · Use more specific colour language · Mix and use tints and shades</li> </ul> <p><i>Vocabulary: design. Make, evaluate, texture, strengths, weaknesses</i></p> <p><b>Cooking and Nutrition: links to science and geography</b></p> <ul style="list-style-type: none"> <li>• Start to know that food is grown, reared and caught in the world</li> </ul>

	<ul style="list-style-type: none"> <li>To record textile explorations and experimentations as well as try out ideas (i.e. pictures of twisting, plaiting or fraying materials)</li> </ul> <p><b>Artists: Adire</b> <i>Vocabulary: running stitch, back stitch, pattern, knotting, fraying, fringing, twisting, plaiting</i></p>		<ul style="list-style-type: none"> <li>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> </ul>
YEAR 4	<p><b>Mono printing: links to history and geography</b></p> <ul style="list-style-type: none"> <li>Use mono printing and expand to 3 colour printing to make a print</li> </ul> <p><b>Artists: Rothenstein, Kunisada</b> <i>Vocabulary: mono print, mixing, palette, acetate, tone, shade and cross hatch</i></p> <p><b>Painting: links to science</b></p> <ul style="list-style-type: none"> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>Mix colour, shades and tones with increasing confidence</li> <li>Use light and dark and show understanding of complimentary colours</li> <li>Discuss and review own and others work.</li> </ul> <p><b>Artists: Hopper, Rembrandt</b> <i>Vocabulary: effects, complimentary colours, shades, tones, blocking, washes, textured effects</i></p>	<p><b>Claywork: links to history</b></p> <p><b>Create own Egyptian museum artefacts and curate own museum</b></p> <ul style="list-style-type: none"> <li>Make a slip to join to pieces of clay</li> <li>Decorate, coil, and produce marquettes confidently when necessarily</li> <li>Use recycled, natural and man-made materials to create sculptures</li> <li>Gain more confidence in carving as a form of 3D art</li> <li>Discuss and review own and others work</li> </ul> <p><i>Vocabulary: slip, join, sculptures, carving</i></p> <p><b>Construction: links to science</b></p> <ul style="list-style-type: none"> <li>DT-Create parallel circuits</li> <li>Measure and mark out to the nearest mm</li> <li>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</li> <li>Strengthen materials using suitable techniques</li> <li>Choice of glue to use based upon the purpose of the fixing</li> </ul> <p><i>Vocabulary: measure, mark, slots, cut outs, fixing, strength</i></p>	<p><b>Modelling: links to music and English</b></p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>DT Measure and mark out to the nearest mm</li> <li>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</li> <li>Makes decisions about which glue to use based upon the purpose of the fixing</li> </ul> <p><i>Vocabulary: shape, cut out, slots, fixing</i></p> <p><b>Drawing: links to history and geography</b></p> <ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks</li> <li>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media</li> <li>Have opportunities to develop further drawings featuring the third dimension and perspective</li> <li>Further develop drawing a range of tones, lines using a pencil</li> </ul> <p><i>Vocabulary: lines tone, grades, variation</i></p>
YEAR 5	<p><b>Sculpture: links to Science</b></p> <ul style="list-style-type: none"> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces</li> <li>Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>Confidently carve a simple form</li> <li>Plan a sculpture through drawing and other preparatory work</li> <li>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining</li> <li>Discuss and review work</li> </ul> <p><i>Vocabulary: slabbing, coiling, glaze, paint, polish, sculptures</i></p>	<p><b>Painting: links to History</b></p> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>Mix and match colours to create atmosphere and light effects</li> <li>Mix colour, shades and tones with confidence building on previous knowledge</li> <li>Use sketchbooks to collect and record visual information from different sources</li> </ul>	<p><b>Drawing: links to Geography</b></p> <ul style="list-style-type: none"> <li>Draw at length to develop a key element of their work: line, tone, pattern, texture.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Use sketchbooks to start to develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Use drawing techniques to work from a variety of sources including</li> </ul>

	<p><b>Printmaking: links to history</b></p> <ul style="list-style-type: none"> <li>• Demonstrate experience in a range of printmaking techniques</li> <li>• Show experience in a range of mono print techniques.</li> </ul> <p><b>Textiles: links to history</b></p> <ul style="list-style-type: none"> <li>• Begin to measure and mark out more accurately and use finishing techniques</li> <li>• Create 3D products using pattern pieces and seam allowance. Understand pattern layout.</li> <li>• Join fabrics using over sewing, back stitch and blanket stitch.</li> <li>• Continue to apply decorations using needle and thread, buttons and sequins</li> </ul> <p><i>Vocabulary: pattern, seam, back stitch blanket stitch, tie dye</i></p>	<ul style="list-style-type: none"> <li>• Identify artists who have worked in a similar way to their own work</li> <li>• Make quality products. · Produce two colour tie dye</li> </ul> <p><b>Artists: Lowry, Matisse, Magritte</b> <i>Vocabulary: atmosphere, light effects, blocking, washes, shades, tones</i></p> <p><b>DT Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand seasonality and the advantages of eating seasonal and locally produced food.</li> <li>• Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>• Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</li> </ul> <p><i>Vocabulary: savoury, preparation, safety, hygiene, nutrients, water, fibre, healthy</i></p>	<p>observation, photographs and digital images.</p> <ul style="list-style-type: none"> <li>• Develop close observation skills using a variety of view finders.</li> </ul> <p><b>Artists: Rossetti, Klee, Calder, Cassatt</b> <i>Vocabulary: line, tone, pattern, texture</i></p> <p><b>Construction (Automa): links to Science</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Measures materials accurately so that both inside and outside dimensions of intended outcome are accounted for.</li> <li>• Uses hinges and other mechanical elements in model or product.</li> <li>• Uses doweling alongside other fixing techniques to strengthen joints.</li> <li>• Materials/Tech Cut accurately and safely to a marked line.</li> <li>• Join/combine materials moving joints.</li> <li>• Use bradawl to mark hole positions.</li> <li>• Join materials using appropriate methods.</li> <li>• Use a cam to make an up and down mechanism.</li> <li>• Build frameworks using a range of materials to support mechanisms. E.g. wood, corrugated card and plastic. · Use a glue gun with close supervision.</li> </ul> <p><i>Vocabulary: measure, hinge, join, combine, mark</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR 6</p>	<p><b>DT Construction: links to science</b></p> <p><b>Accumulation of construction skills to design and make a working fairground model</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Measures materials accurately so that both inside and outside dimensions of intended outcome are accounted for</li> <li>• Uses hinges and other mechanical elements in model or product. · Uses doweling alongside other fixing techniques to strengthen joints</li> </ul> <p><i>Vocabulary: measure, hinge, join, combine, mark</i></p> <p><b>Drawing: links to History</b></p> <ul style="list-style-type: none"> <li>• Research the work of courtroom artists such as Priscilla Coleman</li> <li>• Create artwork using chalks and pastels in the style of a courtroom artists</li> </ul>	<p><b>Drawing: links to science</b></p> <ul style="list-style-type: none"> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>• Adapt work according to own views and describe how to develop it further.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> </ul> <p><b>Artist: Da Vinci</b> <i>Vocabulary: shading, hatching</i></p> <p><b>Claywork: links to history</b></p> <ul style="list-style-type: none"> <li>• Model and develop work through a combination of pinch, slab, and coil.</li> <li>• Develop understanding of different ways of finishing work: glaze, paint, polish</li> </ul>	<p><b>Acrylics: links to science</b></p> <ul style="list-style-type: none"> <li>• Work in a sustained way through the development of: colour, tone and shade</li> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge</li> </ul> <p><i>Vocabulary: tone, shade, washes, textures</i></p> <p><b>Textiles (patchwork quilt): links to history</b></p> <ul style="list-style-type: none"> <li>• Pin and tack fabric pieces together</li> <li>• With confidence pin, sew and stitch materials together to create a product</li> </ul>

<p><i>Vocabulary: sketch, pencil, gradings, tone, shadow, memory, printmakers, illustrations</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate experience in relief and freestanding work using a range of media · Confidently carve a simple form</li> <li>• Use sketchbooks, plan a sculpture through drawing and other preparatory work.</li> <li>• Printmaking-</li> <li>• Develop ideas from a range of sources. Demonstrate experience in a range of printmaking techniques</li> </ul> <p><i>Vocabulary: pinch, slab, coil, glaze, paint, polish</i></p>	<ul style="list-style-type: none"> <li>• Decorate textiles appropriately often before joining components</li> <li>• Combine fabrics to create more useful properties</li> <li>• Use a number of different stitches creatively to produce different patterns and textures</li> <li>• 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</li> </ul> <p><i>Vocabulary: pin, tack, stitch, combine</i></p>
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