

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

- YEAR 2	<p>Textiles links to History</p> <ul style="list-style-type: none"> • Demonstrate how to cut, shape and join fabric to make a simple product • Use basic sewing techniques <p><i>Vocabulary: fabric, sew, needle, thread, hinge</i></p>	<p>Painting: links to Maths</p> <ul style="list-style-type: none"> • Continue to build on their knowledge of primary colours and mix a range of secondary colours, moving towards predicting • Begin to mix colour shades and tones <p><i>Vocabulary: shades, tone, secondary, primary</i></p> <p>Print Making links to Maths</p> <ul style="list-style-type: none"> • 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 • Make simple marks on rollers and printing palettes, take simple prints <p><i>Vocabulary: printing, rollers, repetition</i></p> <p>Cooking: links to science</p> <ul style="list-style-type: none"> • Know that a healthy diet is made up from a variety of food and drink • The eat well plate • Measure and weigh ingredients appropriately • Follow a recipe <p><i>Vocabulary: line, tone grades, measure, weigh, recipe, make, evaluate</i></p>	<p>Drawing : links to Science, Maths</p> <ul style="list-style-type: none"> • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil <p><i>Vocabulary: tone, shade, light, dark</i></p> <p>3D Art : links to Geography, DT and Maths</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"> • Shape, form, construct and model from observation and imagination • Demonstrate experience in surface patterns/ textures and use them when appropriate • Explore carving as a form of 3D art <p><i>Vocabulary: shape, form, textures</i></p>
YEAR 3	<p>Print making: links to science</p> <p>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</p> <ul style="list-style-type: none"> • Print simple pictures using different printing techniques. • Explore mono-printing • Demonstrate experience in 3 colour printing • Artists: Morris, Labelling <p><i>Vocabulary: mono-printing</i></p> <p>Textiles: links to science</p> <ul style="list-style-type: none"> • Start to measure, tape or pin, cut and join fabric with some accuracy. • Join fabrics using running stitch, over sewing and back stitch. • Use appropriate decoration techniques (glue). • Apply decoration, use beads, buttons, feathers etc • Create a simple pattern • Show further changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting 	<p>Sculpture: links to science and geography</p> <ul style="list-style-type: none"> • Join two parts successfully • Construct a simple base for extending and modelling other shapes. • Produce more intricate surface patterns/ textures and use them when appropriate • Continue to explore carving as a form of 3D art <p>Use language appropriate to skill and technique</p> <p><i>Vocabulary: modelling, join, carve</i></p> <p>Drawing:</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes • use line and tone <p><i>Vocabulary: line, tone grades</i></p>	<p>Construction: links to science</p> <ul style="list-style-type: none"> • Investigate magnetic games and design and create own • Measure and mark out accurately • Cut materials accurately and safely by selecting appropriate tools · cut slots · • Evaluate: Identify the strengths and weaknesses of their design ideas • Explain how to improve product • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user <p>Painting: links to Maths</p> <ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours · Use more specific colour language · Mix and use tints and shades <p><i>Vocabulary: design. Make, evaluate, texture, strengths, weaknesses</i></p> <p>Cooking and Nutrition: links to science and geography</p> <ul style="list-style-type: none"> • Start to know that food is grown, reared and caught in the world

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

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

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