

KS1-2 Art and DT Overview IJDS 2023-24

	Autumn		Spring		Summer	
1	<p align="center">Drawing <i>A unit of work to develop drawing skills including use of different drawing materials, looking at simple features of the face and early proportion work.</i></p> <p>Link to humanities work on the family - drawing people, looking at portraits and simple line drawings.</p> <p>Look at portrait artists such as Picasso, Frida Kahlo, Kehinde Wiley, story illustrators</p>	<p align="center">Mechanisms <i>A unit of work to develop understanding of simple levers, pivots and sliders.</i></p> <p>Link to history toys topic to create a moving toy using levers and pivots or a sliding picture to illustrate a text.</p>	<p align="center">Sculpture <i>A unit of work to develop simple clay skills making pinch pots and adding decoration.</i></p> <p>Link to science to make pinch pot planters and plant a seed in them.</p> <p>Look at sculptors such as Barbara Hepworth, Alberto Giacometti, Lucy Rie, Yayoi Kusoma</p>	<p align="center">Food & Nutrition <i>A unit of work to develop hygiene skills as well as chopping, peeling and grating.</i></p> <p>Link to Pesach or other event/festival. Make a fruit salad/fruit kebabs for a class seder or a parent event</p>	<p align="center">Painting <i>A unit of work to develop colour mixing skills and using different sized paintbrushes.</i></p> <p>Link to history/ geography about holidays to the sea. Landscape paintings of the seaside/coast, mixing colours and shades of blue for the sea. Look at landscape painters such as Claude Monet, Hokusai, Winslow Homer, Alma Thomas</p>	<p align="center">Structure <i>A unit of work to develop understanding of joining materials as well as strength and stability.</i></p> <p>Link to geography to create a structure such as a bridge for crossing the Thames or a building in the local area for a small world play display (like a model village)</p>
2	<p align="center">Food & Nutrition <i>A unit of work to develop hygiene skills as well as following a simple recipe and looking at the ingredients.</i></p> <p>Link to a festival e.g. Rosh Hashanah and make honey biscuits as a gift for the family/local care home.</p>	<p align="center">Sculpture <i>A unit of work to develop skills of pattern, shape and form</i></p> <p>Link to science and geography climate work to create outdoor natural environmental sculptures.</p> <p>Look at sculptors such as Andy Goldsworthy, James Brunt, Karin Van Der Molen</p>	<p align="center">Drawing <i>A unit of work to develop drawing skills including line, tone and composition.</i></p> <p>Link to geography to draw landscapes of different places focusing on the horizon line.</p> <p>Look at artists such as Stephen Wilshire, David Hockney, Clementine Hunter, story illustrators</p>	<p align="center">Textiles <i>A unit of work to develop skills of threading a needle and a simple running stitch.</i></p> <p>Link to science and geography habitats by making a simple bag to go on a wildlife hunt/to tidy the playground/to carry some equipment for a purpose.</p>	<p align="center">Mechanisms <i>A unit of work to develop understanding of fixed and moving axles</i></p> <p>Link to geography - Africa and make safari vehicles for people to use to visit and watch the animals.</p>	<p align="center">Painting <i>A unit of work to develop colour mixing skills, including lighter/darker & build on from composition work (see drawing unit)</i></p> <p>Link to science to mix exact colours for close observational painting of plants & flowers.</p> <p>Look at artists such as Georgia O'Keefe, Van Gogh, Victorija Lapteva</p>

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3	<p align="center">Drawing <i>A unit of work to develop understanding of different grades of pencil (tonal scale) to draw forms, shapes and variations in tone</i></p> <p>Link to history Stone Age drawings to create charcoal and stencil drawings using bumpy surfaces to recreate a cave wall.</p> <p>Look at first Stone Age cave drawings at Lascaux</p>	<p align="center">Structure <i>A unit of work to develop understanding of strengthening materials and stability</i></p> <p>Link to Chanukah and create a photo frame gift for a family member or a model chanukiah that can stand up by itself.</p>	<p align="center">Sculpture <i>A unit of work to develop clay skills of rolling, coiling and use of slip and score method</i></p> <p>Link to history Ancient Egypt and make coiled canopic jars.</p> <p>Look at Egyptian canopic jars as well as ancient chinese pottery or more modern e.g. Leach pottery</p>	<p align="center">Textiles <i>A unit of work to develop sewing skills and use of a simple fastening</i></p> <p>Link to Pesach to design and make a bag with a velcro/popper fastening to put the afikomen in. Alternatively, make a pencil case with a fastening for classroom use.</p>	<p align="center">Painting <i>A unit of work to develop understanding of the colour wheel, warm & cool colours, primary & secondary colours</i></p> <p>Link to geography work and mix cool and warm colour abstract pictures.</p> <p>Look at artists such as Van Gogh's Starry night (cool) and Leonid Afremov's warm raindrops (warm) or abstract artists</p>	<p align="center">Food & Nutrition <i>A unit of work to develop food sensory vocabulary and healthy recipes</i></p> <p>Link to geography food miles work. Taste test and describe a range of foods before creating a simple healthy recipe using favourite food.</p>
4	<p align="center">Food & Nutrition <i>A unit of work to develop key cutting skills (bridge & claw technique) to prepare healthy dishes</i></p> <p>Link to a festival e.g. Rosh Hashanah and plan and make a savoury dish for the family/local care home.</p>	<p align="center">Drawing <i>A unit of work to develop drawing skills of perspective</i></p> <p>Link to history (Ancient Greece) to draw landscapes of different key buildings from Ancient Greece using perspective and focusing on the horizon line.</p> <p>Look at Ancient Greece buildings and then artists such as De Vinci, Cezanne</p>	<p align="center">Mechanisms <i>A unit of work to develop understanding of fixed & moving pivots in moving pictures</i></p> <p>Link to history (Ancient Rome) to design and make moving pictures to illustrate key stories and events from the period for a class book.</p>	<p align="center">Sculpture <i>A unit of work to develop understanding of form and use of a new material (modroc)</i></p> <p>Link to science and geography work on rocks and soils. Use modroc to make trees and place on a thick surface where the layers below earth can be drawn in</p> <p>Look at sculptors such as Roxy Paine, Kelly Bugden, Mark Reed</p>	<p align="center">Mechanisms (control systems) <i>A unit of work to develop understanding of push & toggle switches</i></p> <p>Link to science electricity by making a torch or a buzzer (link to a literacy text?)</p>	<p align="center">Painting <i>A unit of work to apply knowledge of perspective and colour mixing skills</i></p> <p>Link to geography to mix exact colours and add perspective for landscape/seascape paintings linked to areas of the world studied</p> <p>Look at artists such as Angela Wakefield, Raphael Perez, Turner, Hopper</p>

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5	<p align="center">Sculpture <i>A unit of work to develop clay skills of slip, score, impressing and slab building</i></p> <p>Link to history Anglo Saxons work to create tiles decorated with Anglo Saxon patterns. Look at the Anglo Saxon tile patterns as well as the work of slab build sculptors such as Sarah Weston, Linda Emery Neubauer</p>	<p align="center">Textiles <i>A unit of work to develop wider range of stitching skills and use of a fastening such as a drawstring</i></p> <p>Link to history Vikings to design and make Nordic pouches (purses) with a drawstring.</p>	<p align="center">Drawing <i>A unit of work to develop understanding of hatching and cross hatching techniques to show shading</i></p> <p>Link to science to draw portraits and self portraits. Use knowledge of shading to add detail and effect Look at artists such as Boushra Sanosi, Torie Wilkinson, Matisse</p>	<p align="center">Mechanisms <i>A unit of work to develop understanding of cam mechanisms, rotary, linear and reciprocating motion</i></p> <p>Link to Pesach or Purim to make a moving toy for a younger child to keep them entertained. Research first before designing & making.</p>	<p align="center">Food & Nutrition <i>A unit of work to develop understanding of seasonality, menu planning and recipe design</i></p> <p>Link to sustainability work in geography. Research, plan and create recipes for an enterprise event e.g. school recipe book with an event to showcase recipes and sell copies of the book.</p>	<p align="center">Painting <i>A unit of work to develop understanding of complementary and contrasting colours on the colour wheel</i></p> <p>Link to history work on the Maya - making Mayan inspired wall murals. Look at original Mayan wall murals and also modern artist Dan Fenelon</p>
6	<p align="center">Drawing <i>A unit of work to develop drawing skills of perspective</i></p> <p>Link to history to draw people studies - soldiers and families in bomb shelters focusing on previously taught portrait, shading and perspective skills. Look at artists such as Henry Moore, Henry Carr also the IWM has lots of artwork</p>	<p align="center">Food & Nutrition <i>A unit of work to develop menu design based on market research including allergy and food miles information</i></p> <p>Link to history WW2 work and use idea of rationing and only using locally grown food and items which were available to plan and create menus and recipes for that period of history.</p>		<p align="center">Structure <i>A unit of work to develop woodworking skills of measuring and sawing wood, considering how to mitre corners</i></p> <p>Link to leaving school and creating a photo frame to add a special memory to remind the children of their time at LJDS.</p>		<p align="center">Painting <i>A unit of work to apply knowledge of proportion and colour mixing for large scale backdrops</i></p> <p>Link to year 6 show backdrop - to create the artwork. Look at set designers such as Christine Jones, Tom Scutt and other London theatres. Link to any show/play you are doing</p>

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Art Sequence of Learning	DT Sequence of Learning - Research, Plan, Make, Evaluate
<ol style="list-style-type: none">1. Look at the technique - Drawing, Painting or Sculpture. Look at examples of artists who have worked with this technique. Children respond to this work in sketchbooks. This can be quite open ended, allowing children to discuss the artists' works, what can they see? How has it been made? Is there a story? What are the colours, shapes, patterns, mood? This can also be a good opportunity to extend KS2 children to looking at art movements and artists in history.2. Identify the new learning for the children which extends and builds on their prior knowledge and skills. Spend time letting children learn these new skills/knowledge and improving them. This work can also go in sketchbooks.3. Plan and then work on a finished piece which showcases the new learning. Allow for creativity and design decisions from the children.4. Display the finished work for all the children to see and have a 'critique' time where the children can comment on what they see and what they like about the work. Children can also reflect on what they found tricky and perhaps any changes they would make.	<ol style="list-style-type: none">1. Which technical knowledge will it be - Mechanisms, Structure, Textiles or Food & Nutrition? Set the task - something for someone for some purpose. Consider how to introduce the task - a letter asking for help, a school event which needs food, a challenge from another year group. Once you know what you are designing and making then the first step is to research that item. What does it need to be good? What are the component parts? Develop an understanding of the vocabulary and also the new knowledge and skills needed to make this product.2. Skills workshop - time to focus in on the particular skills and knowledge needed to make the product e.g. learning to thread a needle and sew a running stitch, how to make a toggle or press switch, how to saw wood using a hacksaw and bench hook.3. Design what you are going to make. Consider the tools and materials needed, a labelled diagram if appropriate and include what you are making and why. What are the criteria for it to be successful? Have any resources available so children can make informed design decisions (and will ensure they don't design something which can't be then made)4. Make the product (the children should pay close attention to their designs and be able to apply the new knowledge and skills)5. Evaluate their final product based on the criteria set. Younger children may do this verbally or by ticking yes/no to a set of statements. Older children may fill out an evaluation form with opportunities for them to reflect on the success/failure of their product and offer thoughts on how to make improvements.