

Art & DT Curriculum Overview

All our subjects are taught through our 6 core values, with which we aim to develop children who are:

Curious: inquisitive and inquiring

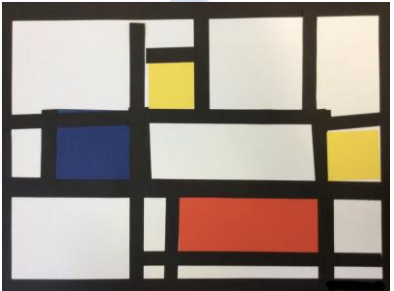
Aspirational: striving to achieve

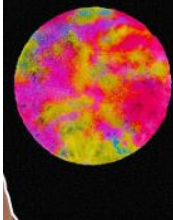
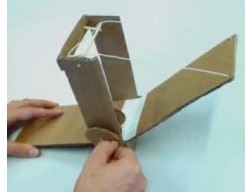
Responsible: understanding of their involvement in their education and the wider world

Empathetic: welcoming of others' opinions and valuing the feelings of others

Persevering: appreciative of the learning journey

Respectful: inclusive, local and global citizens

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Expressive Arts & Design; opportunities will be present through continuous provision. Note: An enabling environment will provide children with: - opportunities to experiment with inspiring and accessible media and tools - the freedom to make a mess and mix materials - space to create individually and collaboratively - places for display/labelling or opportunities for taking work home - opportunities to make choices - support to develop mastery in a range of skills, techniques and safety rules - opportunities to talk about and evaluate their own achievements.	Throughout the year, children will have the opportunity to explore the works of various artists; these <i>might</i> include: Paul Klee Joan Miro Jasper Johns Piet Mondrian Kandinsky Children will use these artists' works as inspiration to create a range of artworks using various drawing, painting and collage skills.  					

Year 1	What does it mean to be unique?	How do celebrations help us remember events from the past?	How can we tell our stories using everyday materials?	How does nature help us to survive and thrive?	What makes up our wider community?	How can we look after the living things in our planet?
						
	Art (Artist study: Picasso) DT (Forest School – Peg/stick dolls)	Art (Experiment with paint techniques (splatter, printing, toothbrushes, cotton buds) to create expressive firework artwork.) DT (Design and make a Christmas decoration that tells part of the Nativity story)	DT (Design and make a felt puppet of the main character from own story. Use the puppet to perform story to an audience.)	Art (Printing with fruit and veg; artist study: Giuseppe Arcimboldo) DT (Forest School – Prepare and cook a simple dish using plants provided by nature)	Art (Drawing an important human feature in the community in the style of James Rizzy; artist study: James Rizzi)	Art (Painting a sea turtle- or another animal affected by plastic pollution in the sea - in the style of Laurel Burch; artist study: Laurel Burch) DT (Design and make a litter picker that will help people collect plastic safely without touching it.)
Year 2	How do our choices affect ourselves and others?	How have explorers changed the way we see our world?	How can nature inspire our creativity?	How does where we live shape our lives?	What makes up our wider community?	How can we and why should we protect different habitats
						
	DT – Textiles (Design and make a plushie)	Art – Paintings of the moon or planets (salt art)	Art - Flower art (Artist studies: Georgia O'Keeffe and Yayoi Kusama)	Design & Technology – Structures (design and make a model shelter for people living in a particular environment)	Design & Technology – Mechanisms (design and make a drawbridge)	Art (Animal Paintings; Artist study: Melanie Hava)
Year 3	How have early humans learnt to survive and thrive?	How do artefacts from the past shape what we know of early human communities?	How can light and shadow help us tell a story?	What is happening beneath the Earth's surface?	How do new ideas and systems change a society?	Why are bees and trees so important to our planet?



	Art- Cave Art - The Altamira Cave Paintings in Spain and the Chauvet Cave in France,	Design & Technology – Sculpture (Bell Beaker Pottery)	Art – still life and light and shadow storytelling	Art – Volcano art (Artist study: Nick Rowland Volcano and the works of Margaret Godfrey)	DT– Roman sandals As part of their Forest School experience, children will also follow a recipe from ancient Rome to make bread over the fire.	DT – Structures – Building mini greenhouses
Year 4	What happens when people are forced to leave their communities?	How did the Anglo-Saxons and the Scots change Britain?	How can we bring our stories to life using light, sound and electricity?	How does water move, change and shape our world?	How Do We Live Together?	How can grouping and classification help with conservation?
	Art – Refugee Art (Artist studies: Ghaith Abdul-Ahad, Kate Evans and David Foldvari)	Art – Anglo-Saxon art	DT – Light-up signs	Art – Printing (Artist study: Hokusai's The Great Wave)	DT – Textiles (Viking pouches)	DT – Sculpture (Shoebox animal habitats)

Year 5	How did the first civilisations change the way people live?	What ideas did ancient civilisations leave behind?	How can civilisations use art and storytelling to communicate their beliefs?	How do things beyond Earth affect our lives?	How does trade shape the way people live?	How can we make natural resource distribution sustainable?
						
	Art - Egyptian hieroglyphics and cartouches – Egyptian Art	DT – Pottery - Greek pottery	Tingatinga painting & Esther Mahlangu Ndebele art (Art)	Art– Space inspired paintings (Artist study: Peter Thorpe)	DT — Fashion design	DT – Cooking with local produce
Year 6	How does conflict shape our society?	How do societies rebuild after conflict?	How has the way we communicate changed over time?	How has energy changed the way we live?	Can humans and nature thrive together?	How can we positively impact our local environment?
						
	Art – WW2 Propaganda	Art – Collage	Art – Printmaking	DT – Renewable energy engineering challenge - design a model renewable-energy system.	Art & DT: Recycled art and environmental sculpture	DT - Design a product that makes Girton Glebe better for people, wildlife or the environment.