

Polesden Lacey Infant School –Art and DT Curriculum Map

	Autumn 1 (stem week)	Autumn 2 (Christmas Making Morning)	Spring 1	Spring 2	Summer 1	Summer 2
Where ever possible staff will link learning to the school values; caring, courageous, curious, fair, respectful, resilient, and British Values; democracy, rule of law, individual liberty, mutual respect and tolerance. They will also provide real life examples of people both who the children know and who they don't who have shown these values.						
EYFS (Expressive Arts and Design)	<u>Traditional tales / autumn</u> The Dot – Peter H. Reynolds Self – portraits Van Gogh Colour mixing investigation – autumn colours / vegetables Exploring different mediums- leaf drawing / rubbing and collage. Harvest observational drawings. Giuseppe Arcimboldo Harvest observational drawings.	<u>Light and dark</u> Firework Art – combine different media (chalk on black, oil pastels, paint, ICT paint) Autumn art – leaf rubbing, printing, outlines. Owl collage with fabric and feathers etc Diwali / Rangoli patterns – colouring, chalk, paint Mondrian Colour and shape – draw lines and colour / print squares using shapes. Christmas cards	<u>People who help us</u> Printing - round shapes eg, tubes and cotton reel ends in an abstract wheel art picture (emergency vehicle link) Mixing primary colours Bird Art (Bird Watching Day)	<u>Animals</u> Yvonne Coomber Spring Flowers Draw and paint animals Clay work – make a clay British wildlife animal using tools. Take One Picture event – Whole School.	<u>Gardens – plants / minibeasts</u> Andy Goldsworthy Hannah Bullen Ryner collage using natural materials Draw and paint plants and insects Experiment with paints of different thicknesses and textures	<u>Local area</u> Observational drawings outside Georges Seurat - Pointillism Create a picture of a part of our local area colour using the style of pointillism – possibly printing with end of pencil or finger
	DT: Junk modelling instruments	DT: Lanterns for little bear	DT: Junk model Evil pea traps Design and make - Emergency vehicles – axels and wheels	DT: Spring colours sewing Junk model animal 'home' for clay animal		DT: Design a piece of playground equipment

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	<p>Throughout the year, during continuous provision, the children have access to art and DT materials and resources. We encourage them to design a plan for what they are going to make and evaluate after.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function.</p>					
Year 1	<u>Paddington's Adventures</u> Wassily Kandinsky to use a range of materials creatively to design and make products Primary/Secondary colour - mixing Kandinsky circles	<u>Something Old, Something New</u> Andy Warhol – Toys to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Colour, repeating pattern. Sketching toys, pencils.	<u>Stars of the past</u> Paul Klee about 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 .Sketching/observational drawings -line drawing, chalk on floor, black pen on white paper. Abstract Portrait Colour, shape, feelings linked to colour.	<u>Castles and Dragons</u> Paul Klee Castle in the Sky – shape collage. Dragon Eye- Clay. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Take One Picture event – Whole School	<u>Amazon Rainforest</u> Recap of Andy Goldsworthy Introduce Richard Long and Katerina Apale compare their style. Amazing Amazon – Art in Nature, rain shadows. Science- observational line drawing/ sketching plants, leaves and natural objects, pencils.	<u>Peru</u> Henri Rousseau Tiger in the Jungle Collage Animals
	Marmalade Sandwiches Musical Instrument/ Frame STEM WEEK	Moving Picture Cards Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Egg Drop investigation	Make a cereal box castle keep and drawbridge – science link.	DT: Carnival Masks Healthy Eating Week – Fruit Smoothies	

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Sticky Learning	To recall the primary and secondary colours. To explain how to make secondary colours.	To talk about a repeating pattern.	To discuss the term 'abstract'.	To understand sculpture and use tools safely and with a purpose.	To sketch from real life using different shapes.
	To use tools safely and with a purpose.	Understand and make sliders and levers.			To explain two ways we can keep out bodies healthy.

Year 2	<u>Superheroes</u> Roy Lichtenstein Pop Art Superhero pictures. Paint, line drawing, computing.	<u>Fire and ice</u> Georgia O’Keeffe Poppy pictures- paint, colour mixing, shades. Fire of London pictures, skyline silhouette cut out, ombre colour mixing. Line drawing, paint, adding highlights, water colours.	<u>Islands</u> Miranda Lloyd Winter trees sketching- different materials, colour mixing skills- shades. Robert Delaunay hot/cold colours, using shades of colours, secondary colours.	<u>The Seaside</u> Ieva Backlane - Canada Spring flowers Observational drawings, shading, colour blending pencils, pastels, paints. Take One Picture event – Whole School.	<u>Wild wood</u> Camouflage Paintings Paints, cutting skills. Butterfly pictures Symmetry program. *Reflection/ analysis of artists taught at Polesden Lacey	<u>Space</u> Clay moons Paper mache planets Badger collages Y1 *Reflection/ analysis of artists taught at Polesden Lacey
	Science/Technology week Lego robotics Apple muffins. DT- Musical instrument/picture frame Measuring, sawing, drilling, and hammering. Crumble rumble	Fire of London small world and burning houses	DT- vehicles Moving wheels, axle, electric circuits.	DT vehicles Making, testing, evaluating.		Alien sewing Design, sewing skills, evaluating. Healthy Eating week Veg couscous/fruit kebabs.

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Sticky Learning	<p>To draw careful line drawings. To explain a feature of ‘pop art’.</p> <p>To use tools safely, with a purpose and developing control.</p>	<p>To discuss the term ombre and how this links to colour mixing.</p>	<p>To explain the difference between shade and tint.</p> <p>To explain how to make axles.</p>	<p>To draw accurately from observation and begin to use shading with effect.</p>	<p>To apply knowledge about tints and shade to create a camouflage picture.</p>	<p>To understand sculpture and use different techniques To discuss what a healthy lifestyle looks like. To develop basic sewing skills.</p>
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All DT projects

Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria

