

Art and Design/DT Curriculum Map 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Self-portraits	Colour mixing	Cooking and Nutrition - Salads	Patterns and shapes	Farm shelters	Printing + Patterns – Dinosaur prints
Year 1	Self -portraits	Wheels and Axles	Make Your Mark	Cooking and Nutrition - smoothies	London Architecture	Colour Splash
Year 2	Portraits and Self-Portraits	Making Toys	Life in Colour	Pouches	Clay Houses	Cooking and Nutrition – Balanced Diet (wraps)
Year 3	Greek Clay pots	Egyptian Art	Cooking and nutrition – Eating Seasonally	Prehistoric painting	Stone Age homes	Growing Artists
Year 4	British Artists	Pop -up Books	Fabric of Nature	Monuments in Ancient Rome	Fastenings	Cooking and Nutrition – Adapting a Recipe
Year 5	Sustainability Project	Anglo Saxon purses	Interactive Installation	I Need Space	Cooking and Nutrition – Developing a Recipe	Islamic Art
Year 6	Marbulous structures	Artist Study	Cooking and Nutrition – Come Dine With Me	Steady hand Games	Make My Voice Heard	Making Memories

Art and Design

Drawing and Sketching
Craft and Design

Sculpture and 3D
Painting and Mixed Media

DT

Food and Nutrition
Mechanisms and Electrical Systems

Textiles
Structures

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Outline Scheme of Learning		
Year R	Colour Mixing	Focus – Painting
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore colour and colour-mixing. 	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used <p>Physical Development:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To learn and identify essential colour names: red, orange, yellow,	Watch some colour song episodes of Colourblocks,(eg. episodes 1,2,3,6,10,12) then go on a treasure hunt with your child for things that are (obviously) that colour, both of you saying the name of the thing and the colour out loud. Can you find any of the things in the episode - and what else can you find?

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	green, blue, black, white, grey, brown and pink.	
2	To investigate what happens when 2 colours are mixed together.	The Colourblocks discover that when two of them try to colour something at once, their colours mix to make a new colour. And when two Colourblocks bump into each other, their colours mix to make a new Colourblock: this is colour magic . Watch one of the mixing episodes (<i>Green Means Go, Red and Yellow Meet Orange</i> and <i>The Uncoloured Castle(episodes 5,7 and 13)</i>). Start with the first colour in the episode and make a mark, then mix in a small amount of the second colour and make another mark. Keep adding small amounts of the second colour and making marks and see how many different colours and variations you can make.
3.	To identify and sort colours.	Watch episode 15 (Rainbow). Take an old magazine with colourful photos and tear them into small pieces. Sort the pieces into different colours, choose your favourites and paste them onto paper to make a pattern, shape, picture or just an explosion of colour.
4	To identify objects that are associated with particular colours.	Each Colourblock will show you their favourite colour things: Red has a fire engine and a heart-shaped balloon, Green loves trees and befriends a family of frogs. These are the things that are very often associated with that colour. Watch the episode <i>Silly Colours (episode 9)</i> and have fun imagining silly colours for things: is brown or blue a silly colour for a dog? Point out colours that are used to signal things and investigate what they mean and why: traffic lights, water taps, road signs, fire engines, milk bottle tops, football (including goalkeeper and referee) kits, Christmas colours and so on. Children draw/paint some of these objects using accurate colours.
5	To learn how to make colours darker and lighter.	<p>In Colourblocks, we meet Black and White and they introduce us to light and dark colours — first by mixing to make Grey, then by adding to other colours to make them darker and lighter. This opens up a world of many more colours.</p> <p>Watch episode 19 (Shades of the forest).</p> <p>Pick a colour and make a collection of things that are that colour, putting them on a white surface or paper. Then sort them into bright, light (pale) and dark things.</p> <p>Go on a hunt for light or dark coloured things, and name the things and the colours.</p> <p>Try mixing (small amounts) of black or white paint or modelling clay into bright colours to make light and dark versions of the colour. Can you make them even lighter and darker?</p> <p>Explore how closing the curtains, turning lights off and shadows make things darker, and big windows and sunny days make things brighter.</p> <p>Take photos to record your colour exploring and soon you will have an attractive range of images that show everything you've learned about colour together.</p>

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6	<p>To use colour-mixing to create an autumn picture.</p>	<p>Go on an autumn walk/share photos from an autumn walk you've been on or watch an autumn video clip to revisit autumn colours with the children. Before the activity, prepare trays of red, blue, yellow and white paint, and display autumn leaves or autumn photos. ●Revisit autumn colours using a walk/photos/video clip and talk to the children about what they can see. Explain that they are going to make some autumn colours but first they need to work out which colour they'd like to make.</p> <p>What colours can you see on these autumn leaves? Can you describe the colours you can see?</p> <ul style="list-style-type: none"> ●Discuss that in autumn, we see lots of red, orange, yellow and brown. This is because as the weather cools in autumn, the leaves start to get less light from the sun. Less sunlight makes the leaves break down and gives them their autumn colour. ●Explain that the children are going to make autumn colours and shades using the paints. ●Begin by showing the children how to mix two or three colours together in the palette using a brush. You can also show them how to rinse their brush in the water and dry it off after using each colour. <p>I wonder what will happen if I mix red and yellow... Do you think we could make a lighter yellow? What do you think might happen if we mix yellow and red together? What will happen if I add white? How could I make this colour darker? What colour did I make? How did I make that colour?</p> <ul style="list-style-type: none"> ●Next, encourage children to experiment with the colours. See how many different colours and shades each child can make. <p>How did you make that colour? How are they different? Why is this colour different to this one? How much of this colour do you need?</p> <ul style="list-style-type: none"> ●Encourage the children to look carefully at the colours they create and compare them to the colours made by others. <p>Can you tell me about your colours? How did you make them? Are they the same? Are they different shades?</p> <ul style="list-style-type: none"> ●Challenge the children to make different shades by experimenting with different amounts of colours, such as a lot of red and a little yellow to create a dark orange. <p>Did you use a little bit of one colour or a lot? How did you make that shade of orange?</p> <ul style="list-style-type: none"> ●Ask the children to look at the Colour Mixing Display Signs and work out which colours they need to use to make orange and brown. Encourage the children to mix their own orange and brown paint and explore to see different shades they can create. ●Some of the children may like to record the colours that they have mixed to make an autumn leaf using the Leaf Templates or some autumn-themed paper.
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Links to other curriculum areas:		
Outline Scheme of Learning		
Year R	Salads	
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. 	<p>EYFS</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To identify fruits and vegetables.	Read through 'Cauliflowers Fluffy'. What fruit and vegetables can the children identify? Can they think of any others not on the list? Fruit and vegetable sorting.
2.	To know that a fruit has seeds and a vegetable does not.	Recap the fruits named in the previous session. Discuss that some foods typically known as vegetables are actually fruits (e.g. cucumber). Look at the inside of 2 or 3 different fruits and sketch the inside.
3	To know that vegetables can grow either above or below ground and that vegetables can come from different parts of the plant.	Look at the Eatwell plate and discuss why it is important to eat vegetables. Ask which fruits/vegetables the children have seen growing. Explain that some vegetables grow underground and these are root vegetables.

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		Fruit and root vegetable sorting activity.
4	I can explore and evaluate existing salads.	Taste test 4 different salads (Carrot and Sultana Salad, Coleslaw, Beetroot Salad, Potato Salad) and come up with vocabulary to describe them. As a class/group, vote for the favourite.
5	To prepare and make a healthy salad made from root vegetables.	As a class, design a salad. Draw and label the ingredients. With support, children grate/chop ingredients to include.
Links to other curriculum areas:		
Science:		Identify and describe the basic structure of a variety of common flowering plants, including trees.

Outline Scheme of Learning		
Year R	Pattern and Shapes (Let's Get Crafty)	Craft and Design
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
Use all their senses in hands-on exploration of natural materials. <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • 	EYFS Physical development <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • <u>ELG: Fine motor skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. • <u>ELG: Fine motor skills:</u> Begin to show accuracy and care when drawing Expressive arts and design <ul style="list-style-type: none"> • <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	The best way for pupils to practise and consolidate these techniques is through their play. Look for opportunities to support, guide and remind children of the different ways to join as they play in the junk modelling or other relevant areas of the classroom. Pupils know: <ul style="list-style-type: none"> • What materials can be cut, knotted, threaded or plaited. Pupils know how to: <ul style="list-style-type: none"> • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom.

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	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> • Playing and exploring. • Active learning. 	<ul style="list-style-type: none"> • Weave using a combination of materials.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To develop cutting skills	https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-1-cutting-skills/
2	To develop threading skills.	https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-2-threading-skills/
3	To learn about the different ways in which we can join materials together and to practise these techniques.	https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-3-joining-materials/
4	To learn how to fold, curl and cut paper to achieve a desired effect.	https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-4-paper-snakes/
5	To create a design for a tissue paper flower.	https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-5-flower-designs/
6	To create a tissue paper flower based upon last lesson's design. To refine small motor skills through the use of drawing, cutting and manipulating paper.	https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-6-tissue-paper-flowers/

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Links to other curriculum areas:		
Science:		

Outline Scheme of Learning		
Year R	Farm Shelters	Focus – Structures
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
	<p>Physical development</p> <ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • <u>ELG: Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Create collaboratively, sharing ideas, resources and skills. • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>To continue to use the plan, build, evaluate cycle for junk modelling and construction in child-led time.</p> <p>To continue to explore temporary and permanent joins as part of child-led play and exploration.</p>

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	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> • Playing and exploring. • Active learning. • Creating and thinking critically. 	
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To explore and investigate the tools and materials in the junk modelling area.	https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-1-exploring-junk-modelling/
2	To develop scissor skills. To investigate cutting different materials.	https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-2-cutting-and-scissor-skills/
3.	To learn how to plan and select the correct resources needed to make a model.	Explain to the children they need to make a farm shelter. Discuss which farm animals might need a shelter and what it would need to be like. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-3-choosing-resources/
4	To verbally plan and create a junk model.	https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-4-making-models/
5	To share a finished model and talk about	https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-5-evaluation-and-presentation/

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	the processes in its creation.	
6	To explore different ways to temporarily join materials together.	https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-6-temporary-joins/
Links to other curriculum areas:		

Outline Scheme of Learning		
Year 1	Self-Portraits	Focus- Sketching
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> ● Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. ● Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. ● Can talk about the ideas and processes which have led them to make music, designs, images or products. Can talk about features of their own and others work. Can recognise the differences between their own and the strength of others. 	<ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ 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. 	<ul style="list-style-type: none"> ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

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Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To know what a portrait and a self portrait are.	Look at a range of portraits on lesson presentation. Use template to practise drawing eyes, nose and mouth in the correct place.
2/3	To draw a self-portrait and choose appropriate colours.	Use mirrors to look at themselves. What colour are their eyes, skin, hair etc? The children complete a self-portrait on paper using pencil, and then coloured pencils/crayons. Children should be reminded to keep looking in the mirror/at the photograph to produce a quality portrait. (You may want to do this in 2 stages – whole class draw the outline and guidelines before moving onto the next stage – adding features and colour.) Model how to mix colours (if using paint) or blend colours (if using pencils) to create realistic colours for skin tone/hair etc. Lay the finished pieces out on tables to go round and look at.
4	To draw another face from the front.	Recap the difference between a self-portrait and a portrait. Show examples of portraits. Get children to sit opposite a partner and study their facial features. Sketch a portrait of their partner.
5	To review my work and make improvements	Children look at their self-portraits from session 2. Can they pick 2 things they are happy with and 2 things they'd like to improve? Eg. nose shape, hair colour, etc. Give time to practise. Then draw self-portrait again, trying to make improvements on the first one.
Links to other curriculum areas:		
PSHE		to recognise what makes them special; to recognise the ways in which we are all unique

Outline Scheme of Learning		
Year 1	Wheels and Axles	Focus: Mechanisms
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Design Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 technology. <p>Make Pupils should be taught to:</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks. <p>Evaluate Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> • Selecting materials according to their characteristics. • Following a design brief. • Evaluating own designs against design criteria. • Using peer feedback to modify a final design. • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that different materials have different properties and are therefore suitable for different uses.
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Lesson sequence:

Lesson	Learning Objective	Possible Activities
1.	To understand how wheels move.	Display slides 2–8 of the <i>Presentation: Wheels and axles</i> and ask the children to look at each of the wheeled items arranged around the classroom and to try and work out how each item moves. Ask the questions on slide 9 to develop the children’s thinking and to encourage them to investigate the objects in more depth. Discuss what the children have discovered.

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		<p>Using slides 10–11, establish that wheels are circular discs attached to an axle, which rotates inside an axle holder. The axle holder is attached to the object’s body (such as a vehicle or toy). Make it clear that the wheels and axle can turn, but the axle holder is fixed to the object’s body.</p> <p>Pick one of the wheeled objects from the Attention grabber and model how to draw a diagram of it, using the appropriate vocabulary to label it (wheel, axle and axle holder). Model how to show the movement, drawing an arrow with a coloured pen.</p> <p>Ask the children to consider the following:</p> <ul style="list-style-type: none">• To what the wheels are attached. How the wheels are attached. Where the wheels are placed in relation to the shape of the body. <p>Ensure the vocabulary wheel, axle and axle holder are used. These words are shown on slide 12 of the <i>Presentation: Wheels and axles</i>. Keep this slide displayed so the class can refer to the words during the rest of the lesson. Alternatively, hand out the <i>Activity: Wheels and axles – key vocabulary</i>.</p> <p>Arrange the children into small groups to create their own diagrams of different objects, as modelled by the teacher. Look at each of the diagrams in turn and ask the children which parts they think are moving. These diagrams (with a picture of the object attached) should then be displayed on the wall for the next lesson.</p> <p>Ask the children to think about which parts move and what they attach to before asking how we can attach a moving part to a non-moving part. To support this, refer back to the objects they looked at in the Attention grabber and give the children the opportunity to look at them again.</p> <p>Give the children straws, paper, scissors and glue or masking tape and ask them to see if they can replicate the way in which a moving part is attached to a non-moving part. Allow the children to experiment and do not expect a finished product.</p> <p>Rather than give instructions, work on a table with a group and experiment, making silly mistakes and encouraging the children to solve problems and collaborate.</p> <p>Use the <i>Activity: Wheel, axle and axle holder model guide</i> if the children require more direction and support.</p> <p>Finish by asking the children how wheels work.</p> <p>As a class, discuss how wheels are used in everyday life:</p> <ul style="list-style-type: none">• What items do you know that use wheels?• Where can we find wheels in our school? (You may want to go for a walk to see this.)• Why do we use wheels? <p>Hand out the <i>Activity: Wheels and axles images</i> to the small groups and ask the children to group them. Once they have finished, ask the children to explain why they have grouped them in this way</p>
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		<p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-wheels-and-axles/lesson-1-how-do-wheels-move/</p>
2.	To identify what stops wheels from turning.	<p>Watch: Sid the science kid - How wheels work.</p> <p>Recap what the children discovered in Lesson 1: How do wheels move?:</p> <ul style="list-style-type: none"> • Wheels are circular discs. • Wheels are attached to an axle. • The axle moves inside an axle holder. • The axle holder is attached to the body of the vehicle or toy. <p>Explain to the children that, just like Sid (from the video they just watched), they will look at some vehicles that are not working and will try to figure out why they are not working.</p> <p>Remind the children that they will need to keep their explanations to themselves until the end of the session so that everyone has a chance to figure out what is not working.</p> <p>Hand out the <i>Activity: Broken vehicles images</i> and the <i>Activity: Repair tickets</i> to each child and explain that they will write a repair ticket for each of the three ‘broken’ toy car images. They will need to explain why the toy is not working and what should be done to fix it. The images are designed to highlight any misconceptions the children may have. By asking the children to identify and suggest how to fix the problems, they will be less likely to make the same errors later in the topic.</p> <ul style="list-style-type: none"> • Vehicle A: vehicle with triangle wheels. • Vehicle B: vehicle with no axle (the wheels are glued directly to the car). • Vehicle C: vehicle with wheels on one side only. <p>Ask the children to work independently to note what they think the issue is with each of the broken vehicles on the repair ticket. Show pupils the Pupil video: <i>Fixing broken wheels – Vehicle D</i>, which shows a vehicle with an axle glued to the axle holder.</p> <p>Ask the children to write why they think the vehicle is not working correctly on their repair sheets.</p> <p>Once children have diagnosed what they think the issues are with all four vehicles, discuss them as a class, encouraging the children to share the problems and solutions for each vehicle.</p> <p>Questions</p> <ul style="list-style-type: none"> • What is not working? • How do you know? • What should it be doing? • What would you need to change/fix to get it to work? • How would you know if it was working again?

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		<p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-wheels-and-axles/lesson-2-fixing-broken-wheels/</p>
3.	To design a moving vehicle.	<p>Display the <i>Presentation: Gimme five!</i> and allow time for paired discussion.</p> <p>Display slide 2 of the <i>Presentation: Vehicles</i> and ask the class:</p> <ul style="list-style-type: none"> • How have the designs changed over time? (There is a roof on the modern car; windows all the way around; wing mirrors.) • What is the same about them? (Wheels and axles; steering wheel; windscreen; lights.) <p>Focus on the similarities, particularly the wheels and axles that balance the car and help it move.</p> <p>Share some information from slides 3–5 about Henry Ford and how his designs and manufacturing methods were so important.</p> <p>Play the link: Ford assembly line on VideoLink to give the children an idea of what this looked like.</p> <p>Show slide 6 and ask:</p> <ul style="list-style-type: none"> • How did people get around before cars? (On foot, by horse.) • Why did cars make it easier to get around? (Cars move faster than on foot or by horse; cars do not get tired; you have to put in petrol/diesel or charge them up.) <p>Explain that the inventors who made the first vehicles had to try lots of different components to make them work and the children will start thinking about that in this lesson.</p> <p>Play the Mission Impossible soundtrack as you announce the day’s mission: to turn cardboard tubes (tissue boxes or similar) into a moving vehicle!</p> <p>Model planning the vehicle design by measuring the body and drawing on a copy of the <i>Activity: Vehicle design sheet</i>. Remind the pupils to label their design, including the vehicle’s body and introduce the word ‘chassis’.</p> <p>Add the axle holder, axle and wheels in a different colour, labelling them and including their length. Remember to discuss where and how each item will be attached. You might want to annotate some of this on your design.</p> <p>Hand out a copy of the <i>Activity: Vehicle design sheets</i> to each child and give them time to complete them. Use <i>Activity: Vehicle design sheet with template</i> if required for children needing additional support.</p> <p>Make available materials for making the vehicles. There is no need for glue or scissors at this stage. The children are not making their vehicles yet, only deciding which objects and materials they will use and ensuring they have allocated an item for each vehicle component: wheel, axle, axle holder, body/chassis.</p> <p>Review</p> <p>Ask the children to leave their plans on their tables and to move around the room, looking at everyone else’s plans.</p>

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		<p>Once they have done this, they can revisit their plans and make any amendments based on ideas they have seen.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-wheels-and-axles/lesson-3-designing-a-vehicle/</p>
4	To build a moving vehicle	<p>Display slides 2–9 of the <i>Presentation: Wacky races</i> on the interactive whiteboard and highlight the various designs of the vehicles. Recap the design criteria that you shared as a class in Lesson 3: Designing a vehicle, including any of the children’s suggestions:</p> <ul style="list-style-type: none"> • The vehicle should have round wheels that balance the body. • The wheels need to be attached to an axle. • The axle needs to fit inside an axle holder but not be attached to the axle holder. <p>Use Slides 10 and 11 to provide a visual if necessary.</p> <p>Remind the children of the instructions they composed at the end of the last lesson, such as:</p> <ol style="list-style-type: none"> 2. Cut your axle holders with scissors to the right size and tape them to the body/chassis. 3. Attach one wheel to each side of the axle and then thread through the axle holder. 4. Attach the other wheel to the other end of the axle. <p>Ask the children if they have any questions and point out where they can find the relevant materials and equipment for making their vehicles.</p> <p>Play the <i>Pupil video: Wacky races</i> (see Watch) and consider leaving this to run during the lesson so the children can continue to refer to it.</p> <p>Give each child:</p> <ul style="list-style-type: none"> • Their vehicle design sheet from Lesson 3. • Two 20 cm pre-cut lengths of dowel (or other suitable materials) for the axle. <p>Ask the children to refer to their design sheets and gather all the materials they will need.</p> <p>Stress the need for accurate cutting and using the correct amounts of glue or masking tape, as using too much could affect the overall look of their product.</p> <p>Top tip: give the children a labelled plastic wallet to keep their parts in and keep tools and offcuts in clear labelled trays.</p> <p>Re-cap and demonstrate how to attach the axle holders to the chassis using card pieces (see <i>Teacher video: Wacky races</i>) or play the <i>Pupil video: Wacky races</i> (see Watch) again.</p> <p>Give the children time to attach their axle holders to their own vehicles.</p> <p>Once most children have completed the first section, model attaching the axle to the wheel using glue or masking tape, then threading it into the axle holder before attaching the last wheel (or play the relevant part of the <i>Pupil video: Wacky races</i>). Children then complete this second stage.</p> <p>Encourage the children to work together, especially on the more fiddly parts.</p>

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		<p>Depending on the agreed design criteria and time available, you may want to give the children time to decorate their vehicles using paint, tissue paper, glitter, etc.</p> <p>Working in their table groups, explain that the children will be a judging panel and will look at each model vehicle on their table and decide if the model meets each item on the design criteria list (display the design criteria on the board).</p> <ul style="list-style-type: none"> • If the model does not meet each item on the design criteria list, the judging panel should make suggestions on the next steps to ensure the design criteria are met. • If the model does meet each item on the design criteria list, the judging panel should suggest ideas for how the model could be made even better. <p>Remind the children to be sensitive when giving feedback as the judging panel and to think about how they would feel if they were receiving the suggestions. Praise groups who do this task constructively.</p> <p>Finally, give the children time to test their cars. The most important thing to check is that the wheels turn correctly.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-wheels-and-axles/lesson-4-wacky-races-2/</p>
Links to other curriculum areas:		
Maths:	<p>Measurement: Pupils should be taught to:</p> <ul style="list-style-type: none"> • Measure and begin to record lengths and heights. 	

Outline Scheme of Learning		
Year 1	Make Your Mark	Focus- Sketching
Knowledge Progression:		

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Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. • Can talk about the ideas and processes which have led them to make music, designs, images or products. Can talk about features of their own and others work. Can recognise the differences between their own and the strength of others. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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 	<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Lesson sequence:

Lesson	Learning Objective	Possible Activities
1.	To know how to create different types of lines.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/lesson-1-exploring-line/
2.	To explore line and mark making to draw water.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/lesson-2-making-waves/
3.	To draw with different media.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/lesson-3-experimenting-with-media/
4.	To develop an understanding of mark making.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/lesson-4-mark-making/
5.	To apply an understanding of drawing materials and mark making to draw from observation.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/lesson-5-drawing-from-observation/

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Links to other curriculum areas:		

Outline Scheme of Learning		
Year 1	Smoothies	Focus- DT – food and nutrition
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Pupils who are secure will be able to:</p> <p>Describe fruits and vegetables and explain how to identify fruits. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</p>	<p>Pupils working at greater depth indicated by: drawing on their own understanding to determine whether a food is a fruit or not.</p> <p>Could draw pictures of the plants onto the template; could be asked about the types of plants that would be useful for a main meal or a dessert.</p>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities

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1.	To identify fruits.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/lesson-1-fruits/
2.	To describe where fruits and vegetables grow.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/lesson-2-growing/
3	To practise food preparation skills.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/lesson-3-cutting-and-juicing/
4	To select ingredients for a recipe.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/lesson-4-testing-ingredients/
5	To apply food preparation skills to a recipe.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/lesson-5-making-smoothies/
6	To evaluate against the design brief.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/lesson-6-evaluating/
Links to other curriculum areas:		
Science:	Working scientifically: Identifying and classifying; Using their observations and ideas to suggest answers to questions.	

Year 1	London Architecture	Focus- DT - structures
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Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Describing their junk model, and how they intend to put it together • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups + ICT. • Select from and use a range of tools and equipment to perform practical tasks. • Select from and use a range of materials, including textiles according to their characteristics. • Build structures, exploring how they can be made stronger, stiffer and more stable. 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, with a range of materials; • about great artists, architects and designers in history.
Lesson sequence:		
Less on	Learning Objective	Possible Activities
3.	To construct models or draw plans of fantasy buildings, depicting and discussing ideas.	Read 'Wanted' by Rose Fyleman with the class. <i>The Little Brown Mouse wants 6 rooms in all! What would you have, if you could design your very own building?</i> Allow discussion; then take suggestions: react with enthusiasm to encourage chn to allow their imaginations to range freely. The chn make models (using construction kits, building bricks and any other materials available) or use art materials to draw pictures/plans of their fantasy buildings.
4.	To name several types of materials used in construction of buildings and explain the reasons why those materials	Sit the chn in circle and pass around selection of modern building materials. The chn each select an item and say an adjective to describe it. They then pass on the object to next child, who says a different adjective. The object of the game is to make as long a string of adjectives as possible for each item. <i>What about the builders who built the buildings in London before the Great Fire?</i> Show the chn Tudor Houses (see session resources). Watch the video clip about constructing a Tudor house . What tools would you need? Ask the chn to stand up and mime actions for each tool as it is featured: a 2 person saw, an axe, a chisel and a hammer. Then look at how a Tudor house is completed and watch the video clips about roofing, thatching, wattling and daubing.

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	have been selected for purpose.	
3 and 4	To select and use from a range of equipment and materials in order to create models and other representations of Tudor buildings.	To stimulate and refocus the chn's attention, show the video clip about Tudor merchant houses . Then display the image of a large Tudor house for inspiration. The chn, in groups, rotate through the Tasks For Sessions 3 and 4 (see resources). <i>Do all the model buildings stand up successfully? Are they firm and stable? If so, how did the chn achieve this? If not, what could be done to rectify this?</i> Allow the chn explain and try out their suggestions for improvements to any models that lean over.
5 and 6	To plan and create a junk model Cathedral.	Show chn the designs planned for rebuilding St Paul's Cathedral. Talk about the features in the designs, e.g. windows, doors. <i>What are your favourite parts of the designs? Christopher Wren was the architect that designed the new St Paul's Cathedral. Being an architect isn't easy, Wren had to please lots of people with his design.</i> Using the IWB, show chn other Cathedrals and Gaudi's Sagrada Familia and compare the architecture to St Paul's (see weblinks). Talk about the size, shapes, symmetry, decorative features of the buildings. Gaudi's uses nature as an influence in his work. Examine the curves and twists on the Sagrada Familia; <i>What do the shapes remind you of? Which design do you prefer and why? Your special job is to pretend you are Wren and design and build a new Cathedral. Think about what sort of building you would like, who the Cathedral is for and the features you will want to include. You will be working in groups to design, then build a Cathedral through junk modelling.</i>
Links to other curriculum areas:		
Science:	Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials, including wood, plastic, glass and metal; Describe the simple physical properties of everyday materials.	
History:	Be taught about events beyond living memory that are significant nationally; Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods; Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	

Outline Scheme of Learning		
Year 2	Portraits and Self-Portraits	Focus- Sketching
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<ul style="list-style-type: none"> • Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. • Can talk about the ideas and processes which have led them to make music, designs, images or products. Can talk about features of their own and others work. Can recognise the differences between their own and the strength of others. 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ 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. 	<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
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Lesson sequence:

Lesson	Learning Objective	Possible Activities
1.	To know what a portrait and a self portrait are.	<p>Establish prior knowledge by asking: What is a portrait? What can you use to make a portrait? What is a self-portrait? How is a portrait and a self-portrait different? What might be difficult about creating a self-portrait? (You need to be able to look at yourself.)</p> <p>Read briefly through knowledge organiser.</p> <p>Show pupils the Mona Lisa by Leonardo da Vinci, Explain this is one of the most famous portraits in the world. Explain portraits can be taken with a camera or can be drawn, painted or sculpted. Explain that portraits can show you many things – what a person looks like, their feelings, their thoughts, their personality or their status.</p> <p>Show pupils, Edward VI as a Child, by Hans Holbein the Younger and self-portrait by Frida Kahlo with Bonito (1941). Children to discuss: Do you think this is a self portrait or a portrait? Why? What do these portraits show you about the person? How is the person represented?</p> <p>Ask the children to study their partner's face. Ask what can you see?</p> <p>How far down their head are their eyes? How far down their head are their ears? What about their nose/mouth?</p> <p>Point out to the children that most people will think their eyes are near the top of their head but actually they are half-way down their head.</p> <p>Explain to pupils that today we will be learn how to plan drawing a face. Look at a range of portraits on lesson presentation.</p> <p>Use template to practise drawing eyes, nose and mouth in the correct place.</p>

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2	To draw my facial features and add my skin tones to my self-portrait.	<p>Explain that today we will be adding skin tones to our painting but first we need to draw in our facial features. Model looking in the mirror and then drawing in the shape of eyes, nose, ears mouth and nose on the appropriate lines on the plan which the children drew last week. Explain the words tint and shade with to children. A tint is when we make a colour lighter, and shade when we make it darker.. Explain that today we will not use black to make a shade because it is a very strong colour and can quickly make everything look too dark.</p> <p>Look again at Van Gogh's self-portrait. Ask the children to fine three different skin tones on the painting. Where has Van Gogh used the darker shades? Why? Discuss how the darker shades will be where the face is in shadow and the lighter tints will be where the light falls on the face.</p> <p>Children to look at their own faces in the mirror. Where are the lightest and darkest parts of your face?</p> <p>Show children how to make three different skin tones by mixing red or brown, white and a little green. They should make one light, one medium and one dark tone. Demonstrate how a tone can be made darker by adding more red, brown and green. Model good colour mixing if using paint or blending if using pencils. Model applying the colour in patches on their self-portrait, looking carefully in the mirror for which parts of the skin are in light and shade.</p>
3	To understand how artists represent themselves through self-portraits.	<p>Study Rembrandt van Rijn, Self-portrait in a Flat Cap, and Self-portrait 1659. Pupils will begin to understand the term 'represent' and will begin to think about how artists have represented themselves in various self-portraits. Compare the 2 paintings. <i>What does 'represent' mean in art?</i> How are the paintings similar/different? What is the painter trying to show about himself?</p> <p>Explain that Rembrandt painted, drew, and etched so many self-portraits in his lifetime that changes in his appearance invite us to gauge his moods by comparing one image to another. Compare the two portraits. <i>How did Rembrandt represent himself in his different self-portraits?</i></p> <p>In this lesson the children will continue their portraits. Model how they should start by adding colour to their features and their hair. They should mix different tones for their hair so that it is not just one colour. They will then need to think about what they want to show about themselves in their self-portraits that they started last week. <i>How can you represent yourself in your self-portrait?</i> What details can they add to their expression or background to show their feelings, emotions and interests? Do they want to add a background with bright colours to make the picture happy and lively? Do they want to add an object like an animal to show what they are interested in? Do they want to draw/paint particular shapes in the background to show a particular feeling?</p> <p>Children to write a self-evaluation of their self-portraits, briefly answering these questions: <i>What is successful about my painting? What would I do differently next time? What does my painting tell people about me? How does it show this?</i></p>
4	To explore how an artist can represent themselves or others in different ways.	<p>Children to read through their evaluation of their self-portraits last week. Explain that in this lesson they will be starting to draw portraits of another person.</p> <p>Show children 3 different self-portraits painted by Picasso when he was 18, 25 and 90. Give children background biographical knowledge about Picasso. 14 Self-Portraits by Pablo Picasso Show the Evolution of His Style: See Self-Portraits Moving from Ages 15 to 90 Open Culture</p> <p>How has the artist represented himself in different ways? Use vocabulary – colour, line/shape, texture – to aid conversation. How did Picasso's painting change as he got older?</p> <p>Show 2 cubist portraits of women by Picasso Dora Maar au Chat, 1941 by Pablo Picasso and Woman in Hat and Fur Collar, 1937 by Pablo Picasso Explain that these are portraits of other people, not self-portraits. Ask the children:What facial features can you see?</p>

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		<p>How has Picasso arranged the features? What can you say about the colours/shapes/patterns?</p> <p>Give brief description of cubism. Show the children how, in each portrait you can see the person from the front, a face-on view and from the side i.e. in profile – this means we are seeing more than one view in the same picture.</p> <p>Explain to children that they are going to draw a portrait in a cubist style. They will use a chart to “roll a Picasso”</p> <p>They should roll the dice and use the chart to draw the different face and a facial features/hair a presented by the chart. Children to draw in pencil.</p>
	To create a cubist portrait.	<p>Children to complete multiple choice quiz.</p> <p>Show the children the Picasso cubists portraits looked at last week. <i>What can you say about these portraits? What is cubism?</i></p> <p>Children to use key vocabulary in their discussion. <i>What can you see in the background of Picasso’s portraits? What colours has Picasso used? Do the people look real? Why not?</i></p> <p>The children should add colour and details to their portrait in oil pastels. Remind them that they can use bright colours which don’t look realistic. Finally, they should add some patterns/different colours in the background using Picasso’ portraits for inspiration.</p> <p>Children to write a self-evaluation of their cubist portraits, briefly answering these questions: <i>What is cubism? How is your portrait cubist in style? What is successful about your portrait?</i></p>
Links to other curriculum areas:		
PSHE	to recognise what makes them special; to recognise the ways in which we are all unique	

Outline Scheme of Learning		
Year 2	Moving Monster Toys	Focus: Mechanisms
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Before starting this unit, you might want to check that children can recall that:</p> <ul style="list-style-type: none"> A mechanism is the parts of an object that move together. Many different everyday objects use mechanisms from cars to pop-up books. 	<p>Design</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 technology. <p>Make</p> <p>Pupils should be taught to:</p>	<ul style="list-style-type: none"> Selecting materials due to their functional and aesthetic characteristics. Manipulating materials to create different effects by cutting, creasing, folding and weaving. Using the views of others to improve designs. Testing and modifying the outcome, suggesting improvements.

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	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. <p>Evaluate Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To look at objects and understand how they move.	<p>Show the children a selection of different everyday products, including simple mechanisms and non-mechanical products.</p> <p>Simple mechanism examples</p> <ul style="list-style-type: none"> Toy car (wheels and axle). Can opener (gears). Hole punch (lever). Interactive greetings card (sliders). Toy cranes (some have pulley systems as well as levers, wheels and axles). <p>Non-mechanical examples</p> <ul style="list-style-type: none"> Teddy bear. Doll. Pencil. Ruler. Chair (but not a folding chair). <p>Ask the children if they can name any of the components (for example, wheels, buttons or handles) or mechanisms (for example, a slider, wheel and axle) within the everyday products you have displayed in the classroom. Discuss which objects are mechanical and which are non-mechanical to gauge the children's understanding of mechanisms.</p>

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		<p>Ask the children:</p> <ul style="list-style-type: none"> • What is a mechanism? (A collection of parts that work together to create a movement, for example, a bicycle.) • What is an input and an output? (An input is something that starts a system, for example: pushing a bicycle; an output is the result of the input, for example, bicycle wheels turning.) • What is a lever? (Something that turns on a pivot, for example, a door handle.) • What is a linkage? (A system of levers, for example, a skeleton.) • What are levers and linkages used for? • Can you identify a lever or a linkage? • Can you name any products that use levers and linkages? (Scissors; seesaw; wheelbarrow) • What is a pivot? (A central point from where something can turn, like your elbow.) <p>Explain to the children the design brief for this project: design and make a moving monster toy for children using levers and linkages.</p> <p>Display the Presentation: Moving monster examples to give the children an idea of what they will be making.</p> <p>Explain to the children that before they start, they need to investigate levers, linkages and toys in more detail.</p> <p>Mechanism identification exercise: Levers and linkages</p> <p>Display slide 1 of the <i>Presentation: Levers and linkages</i> and hand the <i>Activity: Levers and linkages</i> (one each). Ask the children to identify the pivots (a central point from where something can turn, like your elbow) in each product.</p> <p>Use slide 2 of the <i>Presentation: Levers and linkages</i> to show the answers.</p> <p>Product analysis exercise: Toys</p> <p>Give the children a selection of toys (mechanical, wind-up or puzzle) and ask them to sketch their favourite. Explain that they should write:</p> <ul style="list-style-type: none"> • Three things that they like about it. • One thing they think could be better or improved. <p>If the children finish both these activities, they should interview another child about their favourite toy and why they like it.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-making-a-moving-monster/lesson-1-pivots-levers-and-linkages/</p>
2.	To look at objects and understand how they move.	<p>Model to the children how they can make linkage systems (see <i>Teacher video: Making linkages</i>)</p> <p>Hand out the <i>Activity: Linkage diagram</i> (one each) and explain to the children that they will explore making Linkage Systems 1 and 2, which they will use to make their moving monsters.</p>

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		<p>Using the <i>Activity: Linkage diagram</i>, strips of pre-cut card, split pins and uncut card, the children can experiment with making the linkages independently.</p> <p>Remind the children to experiment with making several versions of the linkage examples using different widths, lengths and thicknesses of card as you modelled in the Attention grabber.</p> <p>More confident children could move on to creating Linkage System 3 on the <i>Activity: Linkage diagram</i> and their own linkage creations.</p> <p>Keep these linkages for the children to refer to in Lesson 3: Designing my monster.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-making-a-moving-monster/lesson-2-making-linkages/</p>
3.	To explore different design options.	<p>Display the Presentation: Moving monster examples and remind the children that they will only be designing the monster's face, which will be made up of two parts. The monster's facial features could include the following:</p> <p>Big teeth or fangs. Scary shape or coloured eyes. Fur or scales.</p> <p>Recap the design criteria that the class agreed on at the end of Lesson 1: Pivots, levers and linkages and explain that the children will follow these design criteria in their designs.</p> <p>The children should spend a few minutes discussing what other features their monster should have, such as aesthetics, safety, materials, functionality and impact.</p> <p>Hand out the <i>Activity: Moving monster design brief</i> (one each). Either write the design criteria agreed upon in Lesson 1: Pivots, levers and linkages before photocopying it for the children or ask them to copy it down themselves. Explain that the children will need to write down a further criteria they think is important for their monsters. (For example, to be strong; scary; scaly; suitable for a child of a particular age to use.)</p> <p>Design ideas</p> <p>Remind the children that they should aim for their designs to satisfy each of the four design criteria and direct them to complete their design brief by:</p> <ol style="list-style-type: none"> 5. Sketching two different design ideas for their monsters and colouring them in. 6. Adding arrows to their designs to indicate the parts that move and the direction of movement.

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		<p>7. Drawing a diagram of the linkage systems they have chosen based on the parts they want to move and the direction of movement.</p> <p>The diagrams could also communicate the levers and pivots used and the input and output motion arrows.</p> <p>When finished, ask the children to consider if each of their designs meets the design criteria and to mark this with a tick or cross on their brief.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-making-a-moving-monster/lesson-3-designing-my-monster/</p>
<p>4 (may take 2 sessions)</p>	<p>To make a moving monster.</p>	<p>Explain to the children that they will make their moving monster in this lesson.</p> <p>Model how to use the <i>Activity: Monster head and jaw template</i> as a rough outline to base their monster around (as demonstrated in the <i>Teacher video: Making my monster</i>). Explain that the children can draw above and below the template to add teeth, spikes, scales or fins to make their monster as planned in their design brief.</p> <ul style="list-style-type: none"> • Assemble the monster using the pre-cut strips of thick card approximately 3 cm x 15 cm. • During the demonstration, remind the children of the safety aspects when piercing holes in their card using a pencil and modelling dough, sticky tac or a rubber. • Demonstrate some possible ways the children can use the materials to create features for their heads, such as eyes, arms or claws. <p>Alternatively, play the <i>Pupil video: Making my monster</i>, which could be left running during the lesson so the children can refer to it while working.</p> <p>Emphasise that the children do not need to use the template if they do not want to. Encourage those who have their own ideas to make their head and jaw pieces and their linkage system from scratch.</p> <p>Alternatively, the children make their own monster head and jaw pieces and use the pre-cut strips of card to construct their linkage system, or use the <i>Activity: Monster head and jaw template</i> and make their own levers/linkage system.</p> <p>Remind the children that their levers should be wide and made from thick or reinforced card to make the linkages work. Explain the importance of using a ruler to draw the lines, as aesthetics are important and uneven linkages will affect the mechanics of their linkage system.</p> <p>Hand out the design briefs from the previous lesson and the <i>Activity: Monster head and jaw template</i> to those children who want to use it. This should either be printed directly onto thin card or printed onto paper and stuck onto card.</p> <p>Provide:</p> <ul style="list-style-type: none"> • A pile of pre-made thick card strips for the children to make their linkage systems and additional thick card for children to create their own.

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		<ul style="list-style-type: none"> Thin card for the children to make their head and jaw pieces if they choose. <p>Allow time for the children to complete their monsters.</p> <p>When the children have completed their moving monsters and are happy that they work when held up and moved, they can decorate their monsters to create features and reflect their design brief.</p> <p>Remind the children that if they glue too many things onto their monster, it might make the head too heavy and affect the workings of the linkage system.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-making-a-moving-monster/lesson-4-making-my-monster/</p>
Links to other curriculum areas:		
History:		

Outline Scheme of Learning		
Year 2	Life in Colour	Focus- Painting and mixed media
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. Can talk about the ideas and processes which have led them to make music, designs, images or products. Can talk about features 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

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<p>of their own and others work. Can recognise the differences between their own and the strength of others.</p>		
<p>Lesson sequence:</p>		
Lesson	Learning Objective	Possible Activities
1.	To develop knowledge of colour mixing.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lucy_lesson-1-colour-magic/
2.	To know how texture can be created with paint.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lesson-2-texture-hunt/
3	To use paint to explore texture and pattern.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lesson-3-making-textures/
4	To compose a collage, choosing and arranging materials for effect.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lesson-4-collage-creation/
5	To evaluate and improve artwork.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lesson-5-developing-detail/

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Links to other curriculum areas:	

Outline Scheme of Learning		
Year 2	Pouches	Focus- Textiles

Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Before starting this unit, you might want to check that children can:</p> <ul style="list-style-type: none"> Cut fabric using fabric scissors. Thread needles. Tie a knot in the thread after sewing the final stitch. 	<p>Design</p> <ul style="list-style-type: none"> ☑ 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 <p>Make</p> <ul style="list-style-type: none"> ☑ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ☑ explore and evaluate a range of existing products ☑ evaluate their ideas and products against design criteria <p>Pupils who are secure will be able to:</p> <p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</p> <p>Prepare and cut fabric to make a pouch from a template.</p> <p>Use a running stitch to join the two pieces of fabric together.</p> <p>Decorate their pouch using the materials provided.</p>	<ul style="list-style-type: none"> Use a cross-stitch to join two pieces of fabric together. Use cross-stitch and appliqué to decorate.

Lesson sequence:

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Lesson	Learning Objective	Possible Activities
1.	To sew a running stitch.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-cushions/lesson-1-cross-stitch-and-applique/
2.	To sew a running stitch.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/textiles-pouches/lesson-2-using-a-template/
3	To join fabrics using a running stitch.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/textiles-pouches/lesson-3-making-a-pouch/
4	To decorate a pouch using fabric glue or stitching.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/textiles-pouches/lesson-4-decorating-a-pouch/
Links to other curriculum areas:		

Outline Scheme of Learning		
Year 2	Clay Houses	Focus- Structure and 3D
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, coordination and agility. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ☑ to use a range of materials creatively to design and make products ☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ☑ 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. 	<ul style="list-style-type: none"> applying the skills to improve the model they choose to make; being more adventurous in the range of surface marks they incorporate. creating a finished tile with a clear pattern made by both clay shapes being joined effectively and interesting use of marks in the tile surface.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To use my hands as a tool to shape clay.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-1-exploring-clay/
2.	To shape a pinch pot and join clay	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-2-pinch-pots/

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	shapes as decoration.	
3	To use impressing and joining techniques to decorate a clay tile.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-3-applying-skills-in-clay/
4	To use drawing to plan the features of a 3D model.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-4-designing-a-tile/
5	To make a 3D clay tile from a drawn design.	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-5-house-tiles/

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Links to other curriculum areas:	

Outline Scheme of Learning		
Year 3	Greek Clay Pots	Focus- Sculpture
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen. Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Should be encouraged to include at least two of the skills they have tried in their final models; could use their hands to pinch and smooth the clay into more complex shapes while making their models.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities

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1	To flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.	<p>Set the children the challenge to find five different things you can do with clay. Give the children approximately five minutes to play with the clay and explore ways to manipulate it, then take feedback and ask them: What have you discovered about using clay? Use the videos and slides at: https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-1-exploring-clay/</p> <p>There are some key skills that the children will need for all of their clay work, and these are the first three success criteria: To flatten the clay to make a smooth surface. To use hands to shape the clay. To make different marks in the clay by pressing into it.</p> <p>Set the children off to explore working with the clay, trying the three skills above (smoothing, shaping and marking). Invite the children to have a go at making a model of their own. After the children have been working for a short while, stop them and ask the following questions: How can clay be smoothed? How can the clay be rolled into an even sausage shape? How do you roll a ball in clay? What is important about how hard or softly you press tools and objects into the clay surface? Gather clay back up, keep damp, wrap and put back in air-tight container to be re-used next time.</p>
2.	To make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.	<p>Demonstrate how to make a simple pinch pot. Then show how to make slip and score clay to attach 2 bits or clay together. This will be necessary when adding handles. Use the videos and slides at: https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-2-pinch-pots/</p> <p>Check understanding by asking: How do we get the clay surfaces ready to be joined together? ('Score' them with lines using the knife.) How do we make the score marks? (Pressing quite gently so we don't cut through the clay.) How much slip do we need to use? (Only a light brushing on both surfaces.) How can we make sure the clay sticks? (Smooth it over once you have attached it.)</p>
	To know that different Greek pots had different styles and functions. To draw a Greek pot design	<p>Look at the different styles of Greek vase. Discuss their different uses. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.khanacademy.org%2Fhumanities%2Fancient-art-civilizations%2Fgreek-art%2Fgreek-pottery%2Fa%2Fgreek-vase-painting-an-introduction&psig=AOvVaw1L7eZ0-aGgnowaVxfANoci&ust=1694350627694000&source=images&cd=vfe&opi=89978449&ved=0CA8QjRxqFwoTCPDL54_KnYEDFQAAAAAdAAAAABAF</p>

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	and plan how to create the key features in clay.	Separate page in sketchbook into 4 sections and sketch 4 different shaped vases. Add labels. Choose a shape for final design and draw full page in sketch book. Add appropriate patterns and images (link to learning about life in Ancient Greece).
3 and 4 (may need double session)	To make a coil pot and join handles by using the scoring and slipping technique.	Demonstrate how to make a coil pot (use the coil pot slides on the introduction to clay PowerPoint to help) and then smooth the sides to make a sturdy pot with no gaps in the sides. Roll out clay to make handles and use the scoring and slipping technique from session 2 to attach handles. Use tools to add patterns as per their design. Extension: Make a lid that fits.
5	To finish my Greek pot and evaluate the finished design.	Once the pots are complete and the work areas have been tidied, seat the children so that they can see their own tile and someone else's. Use the questions to encourage them to evaluate their artwork: What do you like about the pot you have made? Was there anything challenging for you in the process of making it? Can you identify one difference and one similarity to your partner's pot? Does your finished clay pot look like your drawn design? What looks the same and what looks different?
Links to other curriculum areas:		
History	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	

Outline Scheme of Learning		
Year 3	Egyptian Art	Focus- Sketching
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<ul style="list-style-type: none"> • Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Develop observational skills to look closely and reflect surface texture through mark-making. • To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • about great artists, architects and designers in history 	<ul style="list-style-type: none"> • Use growing knowledge of different drawing materials, combining media for effect. • Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. • Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	I can use lines to draw art from Ancient Egypt.	<p>Look at a wide range of examples of Ancient Egyptian Art (see resources) . Discuss and categorise these examples as architecture, sculptures, paintings. In particular, point out that the pyramids were tombs for the Pharaohs who were also thought of as gods, that treasures like the death mask and throne would have been put with the body for them to take to the next world (many pieces were stolen), the sphinx is a sculpture guarding the pyramid tombs, the paintings would have been on walls/tombs/papyrus which was the first paper.</p> <p>Explain to pupils that the Ancient Egyptians often created artwork to show how powerful Pharaohs were. <i>How can you tell from the artwork that the pharaohs were powerful? Discuss size of tombs, materials used i.e. gold, grandeur of these things e.g. throne.</i></p> <p>Show artwork from the Book of the Dead showing Anubis weighing a soul against a feather and a farming picture (see resources). In groups to complete jigsaws of the pictures. Then to ask: <i>What is happening in these pictures? How are they the same? What does this tell us about life in Ancient Egypt?</i> Point out that all the people are shown sideways on (i.e. in profile, recap on the meaning of this words previously learnt during portrait unit) and that they incorporate hieroglyphics. Explain that artwork tells a story or describes a scenario. The farming picture tells us about farming in Ancient Egypt. Point out picture of Anubis and explain this is from the Book of the Dead.</p> <p>Explain the Ancient Egyptian Book of the Dead is part of the Egyptian religion. It contains all of the information that is needed for the spirit of someone who has died to get through the trials and tests and emerge to the afterlife. Many of the chapters of the book are written on papyrus paper, but some are also found on coffins (sarcophagus), tomb walls and even other funeral objects. This is called tomb art. One of the main parts of the Book of the Dead is showing the process that the person who has died must go through. There is a test that must</p>

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		<p>be passed in order to enter the afterlife. The spirit of the person who has passed away enters the Hall of Two Truths. The Egyptian god, Anubis, would be waiting with a scale. There was an ostrich feather on one side of the scale and the god would put the heart of the person that died on the other side. If the feather weighed more than the heart it proved the person led a good life and was allowed to go to the afterlife.</p> <p>Task: To sketch some of the artwork looked at in the course of the lesson in their sketchbooks. Encourage the children to use line and lots of detail. Children to tell each other what they drawn. <i>Is it a sculpture, architecture or a painting? What does it tell you about life in Ancient Egypt?</i></p>
2.	To make a Sphinx cut out of clay	<p>Review learning from lesson last lesson. Show images of artwork from Ancient Egypt shown last lesson. <i>What do we remember?</i></p> <p>Look at some images of the Great Sphinx and this clip of https://www.youtube.com/watch?v=y8x7zKy2U5E Make a mind map of facts about the Sphinx – children to provide 2 facts from the clip. Then reveal other facts as detailed in resources.</p> <p>Task: Create mini sculptures of The Great Sphinx from air dry clay. Follow instructions below:</p> <ul style="list-style-type: none"> • To make a replica sphinx body, knead a handful of clay into the shape of a hot dog roll. • Roll a ball for the head and press on the body. • With your fingers pinch a nose, mold a triangle shape head, and poke holes into the head for eyes. • Make two thick rolls for front legs and paws. Press them on the body. • Score toes with a toothpick or plastic knife. • Make lengthwise lines in the side of your sculpture to create steps. <p>See picture of model on webpage http://www.crayola.co.uk/for-educators/lesson-plans/lesson-plan/magnificent-sphinx--pyramid.aspx</p> <p>Ensure that the children effectively press the different joins in their sculptures together so that they are strongly fixed. Provide children with water so they can apply small amounts if the clay is too hard.</p> <p>Children to look at their sculptures and discuss with their partner: <i>What is successful about my sculpture? Name one fact that you can remember about the Great Sphinx. How was it created?</i></p>
3/4	To know that a bust means a sculpture of a head and shoulders and to make an Egyptian collar.	<p>Review that the last lesson was about the Great Sphinx. <i>What facts can you remember?</i></p> <p>Explain to pupils that in art, a <i>bust</i> means a sculpture of a person’s head and shoulders. <i>What is a bust?</i></p> <p>Show children an image of the bust of Nefertiti (examples in New York (Metropolitan Museum) and London (British Museum)). Ask:</p> <ul style="list-style-type: none"> • What kind of person is this of? Why? • What do you think is it made of? • How old do you think it is? • Why do you think she only has one complete eye?

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		<p>Discuss Nefertiti's importance and that this bust was discovered in 1912 and only survived because it was made of limestone. Go over facts in resources.</p> <p>Show pupils some other images of Nefertiti (see resources). What is similar about Nefertiti in each image? Explain historians were able to identify her partly from her tall crown.</p> <p>Discuss the necklace that Nefertiti is wearing (this is called a collar). Show other pictures of Egyptian collars (see resources). Ask children to describe the collars to each other explaining their shape, colour, pattern and what they are made of.</p> <p>Task: Pupils then to make a collar in pairs using cardboard plate, pasta and paint. See https://timetrips.co.uk/egypt-fashion.htm for pictures of collars made with pasta. This will take at least two lessons. Model how to do this following these instructions using paper plates with pre-marked collar shape on them:</p> <ul style="list-style-type: none"> • Cut out your plate where it is marked. • Stick on the pasta in the three lines, following the pattern in the picture. • Paint each line of pasta following the colours in the picture – make sure the colours match the pattern. • Stick on end pieces in gold card. <p>Children to discuss with their partners: <i>How did you make your Nefertiti collar? What can you tell me about Nefertiti? What is special about it?</i></p>
5.	To make Papyrus which was Ancient the first paper made by Egyptians.	<p>Review what Egyptian art have we learned about so far. What can you remember about Queen Nefertiti?</p> <p>Show children picture of papyrus plant on the board. Explain that this grows on the banks of the Nile, the main river in Egypt. What do they think this could be used for?</p> <p>Explain papyrus was a weed that grew wild along the banks of the Nile River in ancient times. It grew about 10 feet high. It was used to make everything. The Ancient Egyptians used papyrus to make paper, baskets, sandals, mats, rope, blankets, tables, chairs, mattresses, medicine, perfume, food, and clothes. Review that papyrus was used for drawing and writing on. Review what was learnt in lesson 1 about the Book of the Dead. Explain that some of this would have been written on walls/tombs and some on papyrus. Papyrus would have been rolled into scrolls.</p> <p>Show video of how the Ancient Egyptians made paper from papyrus https://www.youtube.com/watch?v=mBnEMUvINvI</p> <p>In pairs children to watch twice and make a list of steps about how the papyrus is made.</p> <p>Task: Children to make their own papyrus for drawing on next week, using glue, greaseproof paper and brown paper. Follow instructions in link. https://www.youtube.com/watch?v=Ua_-5eA1UwY</p> <p>Children to review with their partners: Describe how the Ancient Egyptians made Papyrus. What did they use it for? How did you make your papyrus?</p>
6.	To use lines and colour to draw a god with the head of an animal	<p>Brainstorm in books what children know about art from Ancient Egypt. Display examples of artwork from Ancient Egypt to act as a prompt.</p> <p>Show children picture of Anubis from the Book of the Dead already looked at in lesson 1. Review what the book of the dead showed and review the story behind the picture of Anubis – see lesson 1. Explain there are over 2,000 Gods mentioned in Ancient Egyptian writings and works of art. The Ancient Egyptians often portrayed their Gods with human bodies and animal heads.</p>

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	and the body of a human.	<p>Children to describe the appearance of Anubis to each other. What is his body like? What animal is his head? Point out that the images are in profile.</p> <p>Look at a table of Egyptian gods detailing their name and appearance – and display different pictures of creatures’ heads (see website Primary Homework Help). Point out that all Gods are holding an Ankh which is a symbol of eternal life (meaning they’ll live forever).</p> <p>Task: Pupils can select an animal god from the table for their final piece of artwork. They can spend time sketching their chosen god and thinking about colour, shape and line in the sketchbooks before drawing this on their papyrus. Model drawing using line, applying colour with felt tip pens and drawing god in profile.</p> <p>Children to review in pairs: Describe the god you have chosen</p>
Links to other curriculum areas:		
History:	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	

Outline Scheme of Learning		
Year 3	Eating Seasonally	Cooking and Nutrition
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> ● comparing the climates of different regions and their influence on the variety of fruits and vegetables that can be grown; providing examples of specific fruits or vegetables and explaining why their growth is limited to certain climatic conditions. ● describing nuanced flavours of a variety of fruits and vegetables; contributing words to the class taste wheel; articulating pairings

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		of ingredients for a tart while justifying their choices.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To explain why food comes from different places around the world	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/cooking-and-nutrition-eating-seasonally/lesson-1-food-around-the-world/
2.	To explain the benefits of seasonal foods.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/cooking-and-nutrition-eating-seasonally/lesson-2-seasonal-food/
3.	To develop cutting and peeling skills.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/cooking-and-nutrition-eating-seasonally/lesson-3-cutting-and-peeling/
4	To evaluate seasonal ingredients.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/cooking-and-nutrition-eating-seasonally/lesson-4-tasting-seasonal-ingredients/
5	To design a mock-up using criteria.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/cooking-and-nutrition-eating-seasonally/lesson-5-making-a-mock-up/
6	To evaluate a dish.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/cooking-and-nutrition-eating-seasonally/lesson-6-evaluating-seasonal-tarts/

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<p>Links to other curriculum areas: Geography Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		

Outline Scheme of Learning		
Year 3	Prehistoric Painting	Focus – Painting and Mixed Media
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint • Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. • Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between piece of art. • Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design 	<p>Working with a greater level of control and detail when drawing, confidently using shapes to sketch accurate proportions of the animals and being able to discuss similarities and differences to contemporary art using some art vocabulary.</p> <p>Creating more elaborate designs; manipulating colours, patterns and shapes to suit their own ideas and intentions.</p>

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Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To apply understanding of prehistoric man made art	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-1-exploring-prehistoric-art/
2.	To understand scale to enlarge drawings in a different medium	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-2-charcoal-animals/
3	To explore how natural products produce pigments to make different colours	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-3-prehistoric-palette/
4	To select and apply a range of painting techniques	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-4-painting-on-the-cave-wall/
5	To apply painting skills when creating a collaborative artwork	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-5-hands-on-a-cave-wall/
Links to other curriculum areas:		
History:	Learning about changes in Britain from Stone Age to Iron Age	
Maths:	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	

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Outline Scheme of Learning		
Year 3	Stone Age Homes	Focus- Structures
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups + ICT. • Select from and use a range of tools and equipment to perform practical tasks. • Select from and use a range of materials, including textiles according to their characteristics. • Build structures, exploring how they can be made stronger, stiffer and more stable. • To know that natural structures are those found in nature. • To know that man-made structures are those made by people. • To understand that the shape of a structure affects its strength. 	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Designing a stable structure that is able to support weight.</p> <ul style="list-style-type: none"> • Creating a frame structure with a focus on triangulation. • Identifying where a structure needs reinforcement and using card corners for support. • Explaining why selecting appropriating materials is an important part of the design process. • Using a range of materials to reinforce and add decoration to structures. • Suggesting points for improvements for own structures and those designed by others. • Improving a design plan based on peer evaluation. • Identifying what makes a successful structure. • To understand some different ways to reinforce structures. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To know that structures can be strengthened by manipulating materials and shapes. • To understand that in the real world, design , can impact users in positive and negative ways.

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Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To know what <i>stable</i> , <i>strong</i> and <i>stiff</i> mean in the context of structures/materials.	Go through 4 types of early human dwellings on powerpoint. Stop on each slide for children to draw a quick sketch and label with vocabulary relating to shape, materials used, how strong/stable it was etc. Teach vocabulary - a 'stable' structure is one which is firmly fixed and unlikely to change or move. A 'strong' structure is one which does not break easily. A 'stiff' structure or material is one which does not bend easily.
2.	To identify which joins will be the most effective for my structure.	Show the 'How can I join?' resource. Give chn a selection of materials (different thicknesses of cardboard and paper, tubes, fabrics, sticks etc) and get them to practise joining then in different ways. Record in books which ones will be best to use to create a free-standing structure and why.
3.	To design a free-standing structure, selecting materials to create a desired effect.	Tell chn they are going to design and make their own Stone Age shelter which is free-standing, strong and stable. Stone Age shelters would need to be waterproof and windproof and they would use leaves, branches and animal skins. Tell children they will have access to Strong card <ul style="list-style-type: none"> • Sticks • Leaves • String • Other natural materials. You may want to allow children to bring in extra materials from home, but these should be natural materials (eg. leaves, straw, sticks etc, no plastics) Children plan their structure, by sketching and labelling. Then share plan with at least 2 others and get feedback. Model how to give helpful feedback and encourage the children to act on this, making revisions to their plan if necessary.
4.	To create a design in accordance with a plan.	Recap the different joins the children learnt in session 2. Go through any safety notices. Allow children time to create their structure, reminding them to use their plan to help them.
5.	To evaluate own work and the work of others based on the effectiveness of the finished product.	Make any final adjustments to models, add details etc. Allow time to look at each others models and add feedback using post-it notes. Take photos for sketchbooks. Write an evaluation in sketchbooks. Focus on what went well, what could be improved, what joins were used and why, is the structure stable, strong and stiff, How effective would it be for stone-age dweller eg is it fit for purpose?
Links to other curriculum areas:		

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History:	Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age. This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
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Outline Scheme of Learning		
Year 4	British Artists	Focus- painting and mixed media
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

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Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To learn about the artist Paula Rego and draw illustrations.	<p>Read the information about Paula Rego. Give the children a copy of one of the images (from the Photopack) to answer the Prompt. Questions with their partner. Feedback as a class. The Monkey And The Crocodile: Paula Rego Is a storyteller in her artwork. She uses the traditional stories to inspire her work. Read the story of 'The Monkey and the Crocodile' together (a Swahili folk tale). Jot down who the main characters are and what the problem in the story is.</p> <p>Give the children a copy of The Monkey And The Crocodile Activity Sheet where they have to sequence the story.</p> <p>Illustrate Your Own Book -Use the six sections from the previous activity to structure the six pages in the book. The children can create their own front cover illustration and complete the book.</p>
2	To paint part of a famous artwork and tell you about the artist Gainsborough.	<p>Read the information about Gainsborough. Give the children a copy of 'Mr and Mrs Andrews, 1750' (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>If Mr and Mrs Andrews Could Talk...If these characters could talk, what would they say? The children jot down their ideas for the speech bubbles on whiteboards with a partner.</p> <p>A Little Less Conversation...Read through the extra information about the painting.</p> <p>What Good 'Painting In Pieces' Looks Like... and Painting 'Mr and Mrs Andrews' In Pieces</p> <p>The painting will be split into a grid. The grid has coded pieces to help you to give out the painting sections and organise them when you put them back together.</p>
3	To learn about the artist Sonia Boyce.	<p>Read the information about Sonia Boyce.</p> <p>Give the children a copy of one of the images (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>('Big Woman's Talk' is particularly important painting in terms of understanding Sonia Boyce as an artist. Go back and look at this image again as a class, looking for the themes that crop up in her work). The Ticket Machine and What Are Memory Postcards? Read the information to find out more about Sonia Boyce's artwork. The children</p>

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		<p>will need to imagine that their postcard can pop out of the Ticket Machine. They must recall a memory, event special to them, or a moment and record their memory on a postcard for the Ticket Machine.</p> <p>What A Good Memory Sounds Like and Memory Postcards</p> <p>Read the memory together. The children must follow the instructions, jotting down ideas on a whiteboard. Then they write or draw their memory on the postcard. A drawing or 'story map' would be best. Use words and pictures in your memory. Annotate the pictures and present the memory in an unusual way: try a fold down flap, an interesting layout of words e.g. a spiral for a seaside memory...</p>
4	To learn about the artist Lucien Freud and use observations to make a portrait.	<p>Read the information about Lucian Freud. Give the children a copy of one of the images (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>Comparing Portraits By The Same Artist: Discuss the images, looking for similarities and differences. (The images are most recent to least recent from left to right).</p> <p>Different Portraits: Using 'Girl With A Kitten', the children must make an image using the materials available to them. Each child needs a copy of the image from the Photopack. Allocate children to different tables where the art materials are set up. There should be a range of challenges: from drawing with pencil to creating the image out of objects such as lentils or pipe cleaners – whatever materials are available to you. At the end of the lesson the children using e.g. charcoal, will compare their portraits to those of the children using pencil.</p> <p>Lucian Freud Art Gallery: Compare one portrait from each table using the different media. Using whiteboards, ask the children to think of three different adjectives to describe each of the portraits. Collect these on the board and compare how the children describe each one. What effect does each of the media have on how the portrait is received by the viewer?</p>
5	To learn about the artist Howard Hodgkin.	<p>Read the information about Howard Hodgkin. Give the children a copy of one of the images (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>Abstract Painting: Ask the children to squint their eyes to obscure what they see. What they can see is a bit like one of Hodgkin's paintings. He also paints sounds by showing them as colours. Matching Sounds And Colours: The children complete the Matching Sounds And Colours Activity Sheet to develop their understanding of</p>

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		<p>abstraction in Howard Hodgkin’s paintings further. (Listen to the comments that the children make in their associations of colours with objects). Share the comments and ideas as a class.</p> <p>What A Good Abstract ‘Cut Up’ Looks Like...Look at the images to show the end product.</p> <p>The children start painting a picture called ‘Warm’. They need to keep it simple, with little detail, choosing colours to match the title. Leave the painting to dry and follow the Lesson Presentation instructions.</p> <p>Statements: Split the children into groups of three. Number the members of each group either number one, two or number three. The children must explain their statements to the group they are in. They must add more detail. If they get stuck, they can ‘phone a friend’ and ask someone who also has their number, belonging to another group.</p>
6	To make a sensory box to remind me of the artist Anish Kapoor.	<p>Read the information about Anish Kapoor.</p> <p>Give the children a copy of one of the images (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>Ishi’s Light: Watch the 5 minute film about Anish Kapoor’s Ishi’s Light. Sensory Boxes: Explain to the children that they will be making sensory boxes, like little versions of Ishi’s Light. The children need to think about how they can use at least three senses when they design their boxes.</p> <p>What A Good Sensory Box Looks Like...The children work in pairs to paint and then decorate their sensory boxes.</p>
Links to other curriculum areas:		

Outline Scheme of Learning		
Year 4	Pop-up Books	Focus- Mechanisms
Knowledge Progression:		

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Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Selecting materials according to their characteristics. • Following a design brief • Evaluating different designs. • Testing and adapting a design. • To know that different materials have different properties and are therefore suitable for different uses. 	<p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products 	<ul style="list-style-type: none"> • Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works). • State what they like or dislike about an existing children’s toy and why. • Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys. • Identify the components of a steady hand game. • Design a steady hand game of their own according to their design criteria, using four different perspective drawings. • Create a secure base for their game, with neat edges, that relates to their design. • Make and test a functioning circuit and assemble it within a case.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities

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1.	To understand three basic pop-up techniques	<p>Look at a selection of pop-up books. Also view some at https://video.link/w/ewGP Emphasise how fragile and special they are, and discuss the fact that pop-ups are one of the few kinds of books that can't yet be replicated online. There are some more complex paper mechanisms at https://video.link/w/F6ce</p> <ul style="list-style-type: none"> • Which is your favourite pop-up page of all? Why? • How do the pop-ups seem to work? • Can you see any mechanisms that move but are NOT pop-ups? Make a clear distinction between pop-ups and paper mechanisms. A pop-up does exactly what it says on the tin – it pops out of the book using the energy drawn from pulling two pages apart. A paper mechanism, on the other hand, may be a slide, a rotation, or a flap of paper. A pop-up book may have examples of both! Now show your class samples of the V-fold and Box pop-ups they'll be making in later lessons. Ask if they can find any examples of these in the books or videos they've seen. The V-folds should be easy to spot, as they make a V shape where they meet the pages of the book. Finally, ask the children to write down: <ul style="list-style-type: none"> • ideas they've had in the lesson for their own pop-ups • annotated diagrams showing V-fold and Box shapes • a list of things they think are important when making an effective pop-up .
2.	To create and test a prototype V-fold pop-up	<p>To begin the lesson, show pupils a completed version of this pop-up style, either via a physical book or video. https://www.google.com/search?q=v+fold+pop+up+book&rlz=1C1GCEA_enGB1021GB1022&oq=v+fold+pop+&gs_lcrp=EgZjaHJvbWUqBwgCEAAYgAQyBwgAEAAyGQyBggBEEUYOTIHCAIQABiABDIHCAMQABiABDIHCAQQABiABDIICAUQABgWGB4yCAGGEAAYFhgeMggIBxAAGBYHjIKCAgQABiGAXiKBTIKCAKQABiGAXiKbDIBCDM3MDRqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:573f3703,vid:8FpgxTlJia8,st:0</p> <p>Next, demonstrate step by step how children can construct their own V-fold (see resources) If you're a visual learner, they'll really help! The best way to show the process is to make one yourself while pupils copy you. Make sure you're explicit in teaching each step: 1. Fold an A4 sheet of paper in half. Use a ruler to press along the fold, reinforcing it. Open the paper up again and fold the other way along the same crease. Repeat up to three times. This breaks the fibres of the paper. 2. With the folded edge on the left, make another, diagonal fold along the top left corner. Make sure the crease is flexible - refolding as in step one. 3. Open the sheet, to see a V-shaped crease. When you fold the sheet closed again, push the 'V' in towards the inside of the folded sheet. When you reopen the sheet, the 'V' should pop out. 4. Next, make a picture to add to your V-fold. Draw your image on a separate piece of card (making sure it fits within the 'V'), fold it in half horizontally, and put glue on the back of the picture, but only at the bottom. 5. Align the fold on the picture with the centre crease of the V-fold. Glue the two pieces together, then open the whole thing a few times to create flexibility. Allow the children to make a few prototypes and encourage them to change the size and position of the V-fold and picture. What problems do they encounter? You can use mini plenaries to discuss challenges during the lesson. To record the</p>

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		learning, pupils can stick their pop-ups into their exercise books, and annotate them with details about the problems and solutions they encountered throughout the prototype process.
3	To create and test a prototype Box pop-up	<p>First, remind children of how to make an effective fold. Explain that in this session, they will be making another basic but widely used pop-up technique: the Box. This design uses only one fold, but also incorporates cuts. As in the last lesson, demonstrate step by step how to make the fold, making your own version along with the class. 1. Fold an A4 sheet of paper or card in half. 2. From the folded edge, measure two lines of equal length (5cm) reaching towards the unfolded edge. Ensure as best as you can that the lines are parallel with the side edges of the paper and that they're not too far from each other (5cm again works well). Cut along these two lines. 3. Now, fold the paper between the ends of these incisions. Repeat a few times and press with a ruler to make the fold strong and flexible. 4. Open the paper up and push the box flat against the inside of the sheet as you fold it closed. There will now be a gap in the closed paper shape. Press hard where the fold is to make it more flexible. 5. When you reopen the paper half way, you should see a pop-up box. 6. Put glue on the right side of the box (marked orange on the visual instructions), and stick on a picture of the children's choosing, lining up the bottom of the picture with the bottom of the box. Stick prototypes into books and annotate as before.</p>
4	To combine simple pop-up techniques for a more complex product	<p>Tell the children that today we will be combining two Box structures – one that we made last lesson, and a slightly different version, to create a Floating Plane. Show the class a completed version of the pop-up, and once again demonstrate the process step by step. The children will need one A4 sheet of paper or card, and two strips of card (1cm wide, cut from the long edge of an A4 sheet).</p> <ol style="list-style-type: none"> 1. Fold the A4 sheet of paper or card in half. 2. With both strips of card lined up in front of you, mark a line 1cm from the top of each strip. These sections will form the tabs. 3. Fold the strip (nearly) in half, folding the bottom up to the line you've just drawn. Now fold them again, taking the newly formed bottom of the folded strip up to the line again. 4. Open the strip of card fully, and refold back and forth a few times to make the creases flexible. Next, put some glue on the tab, fold it over, and attach the other end of the strip to make a square box. Repeat for the second strip. 5. Line up one of the boxes with the crease on the folded sheet of paper, with the long edge of the box facing away, and glue it in place. The box strip should now be standing up. Apply more glue to the side of the strip that's perpendicular to the sheet and closest to the fold. 6. Glue the other box directly opposite the first, mirroring its position. Carefully close the sheet of paper and press over the surface. The glue on the first box should stick to the second box. This is a good way to check that the pop-ups are lined up when pages are closed. When you reopen the sheet, the two boxes should pop up to create one structure that goes across the crease in the sheet of paper. See the download for visual instructions. 7. Lastly, draw a picture on a separate piece of card. Cut it out and fold it in half, horizontally (bottom to top, not side to side). Stick the picture to the pop-up by putting glue on the top portion of the two boxes, and lining up the fold in the picture with the crease where the two boxes meet. Close the sheet then reopen (with the folded edge facing away from you), and the picture should be sitting accurately on top of the pop-ups. This produces a 'plane' that appears to be floating above the sheet of paper. You could discuss key vocabulary (such as plane, perpendicular, etc) with the class. Again, allow children to make a few prototypes and

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		encourage experimentation with sizes and shapes of cuts. Sometimes the pictures don't cover the two boxes. Remind pupils that their pop-up mechanism (here, the two boxes) should ideally be hidden.
5.	To design your own pop-up book, using techniques you've learned.	Tell the class that they are going to make a pop-up book of their own by writing a story and designing and making the pop-ups. This could be a Christmas themed book or a book to give as a Christmas present (or both). As a class brainstorm some ideas. Allow them time to write the text. Get the children to design their pages in their DT books. Give them time to design not just the pop-ups but also where the text will go on each page. This is important, as the pop-up should enhance the text in some way (refer to Matthew Reinhart's T-Rex placed in the book for maximum impact at https://www.youtube.com/watch?v=iw675Lesbbg) Encourage pupils to label the drawings they make with details about whether the techniques are V-fold, Box pop-up, or Floating Plane. You could also ask older children to consider potential problems in the construction process and how they will tackle them. Finally, ask the children to talk about their plans for the book and to show their designs. What does the rest of the class think? What suggestions have they got? Which parts are other children looking forward to seeing as pop-ups? Why
6.	To build and evaluate your pop-up book design.	Ask the children to follow the plans they made last time. This will take more than one lesson if they have chosen to make more than two designs. When the children have made their pop-ups, they can glue the back of each page to the next, creating a book. Make sure to glue especially carefully along the spines, as this is where a lot of the strain will focus. To make covers, cut out pieces of thicker card, slightly bigger than the A5 folded sheets, decorate them, and glue them to the front and back of the pop-up book. These keep pages from being torn. Finally, have a publication celebration where everyone reads each other's books. Lead the children to answer questions such as: • Which pop-ups are your favourites? • What would you do differently next time? • How could you use these pop-up ideas in future (e.g. making birthday invitations/Christmas cards etc)?
Links to other curriculum areas:		
English:		

Outline Scheme of Learning		
Year 4	Fabric of Nature	Focus- Craft and design
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • being able to describe how the cultural and historical context may have influenced their creative work. • using relevant subject language with confidence that may refer to the formal elements to describe objects, images and sounds. Drawing from imagery that may include detailed studies of small sections rather than a complete object. Using more expressive drawing techniques to show textures and shapes. Selecting imagery and colours that link to drawn starting points, creating a mood board that strongly depicts a clear theme and colour palette.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To understand starting points in a design process.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-craft-and-design/lesson-1-inspired-by-the-rainforest/
2	To explore techniques to develop imagery.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-craft-and-design/lesson-2-one-picture-four-views/

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3	To explore using a textile technique to develop patterns.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-craft-and-design/lesson-3-creating-patterns/
4	To learn how to create a repeating pattern.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-craft-and-design/lesson-4-repeating-patterns/
5	To understand how art is made for different purposes.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-craft-and-design/lesson-5-fabric-design/
Links to other curriculum areas:		

Outline Scheme of Learning		
Year 4	Monuments of Ancient Rome	Focus-
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:	

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		<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing and painting with a range of materials • About great artists, architects and designers in history 	
Lesson sequence:			
Lesson	Learning Objective	Possible Activities	
1.	To know that Roman monuments can tell us about the Emperors who built them.	<p>Prior learning: Establish what the children already know and remember about Ancient Rome.</p> <p>Teach: Explain to the children that we will be looking at Monuments of Ancient Rome. They will be making their own models of the Pantheon over the course of six lessons. First, they need to understand some basic history about Ancient Rome, so that they can understand the significance of the monuments, why they were built and why they were important. Go over definition of monument.</p> <p>Ask: What is a monument? What monuments do you already know?</p> <p>Explain that Ancient Rome was a powerful and important civilization that ruled a lot of Europe for nearly 1000 years. The culture of Ancient Rome was spread throughout Europe during its rule. As a result, Rome's culture still has an impact in the Western world today. The basis for much of Western culture comes from Ancient Rome. The city of Rome is the capital of Italy today. Show children a map of the Roman Empire at its height (see resources). Ask: Where is Rome? Where is Britain?</p> <p>As a class read the text below. As the text is read ask the children to plot the events and dates on a timeline in their books. After each paragraph is read children to discuss the answers to the questions in green in pairs and feed back to the class.</p> <ul style="list-style-type: none"> • Rome, as a city was founded in 754 B.C.E. At first it was ruled by Kings. How does a king become a king? (i.e. a king is born a king.) • In 509 B.C.E. Rome became a republic. This meant that Rome's leaders, such as senators, were elected and served for a limited amount of time, not kings who were born into leadership and ruled for life. This idea became very important in forming future governments, like the United States. The Republic would rule Rome for hundreds of years from around 509 BC to 45 BC. What is a Republic? • In 45 B.C.E. Julius Caesar took over the Roman Republic and made himself the supreme dictator. This was the end of the republic. What is a dictator? • A few years later, in 27 B.C.E., Caesar Augustus became the first Roman Emperor and this was the start of the Roman Empire. Much of the lower level government stayed the same, but now the Emperor had supreme power. How was the Empire different to a republic? <p>Explain that the monuments that the children will look at during six lessons show us things about the Emperors who had them built, the power they had and life in Ancient Rome. Show the children a picture of the Pantheon from the outside (see resources). Ask: What can you see? Ask them to describe the different 3d shapes they can see. Go over the words dome, portico and column.</p> <p>Tell the children that today they will watch a video of someone making a model of the Pantheon.</p> <p>https://www.youtube.com/watch?v=Oiv3elvMRuY The video is very short and they will need to watch it over and over again so that</p>	

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		<p>in pairs they can write down the steps about how to make the Pantheon. Ensure that children use vocabulary dome, portico and column in their work.</p> <p>Children to review in pairs: What can you tell me about Ancient Rome? Describe the Pantheon</p>
2.	To follow instructions to make a model of the Pantheon.	<p>Prior learning: Show children a picture of the outside of the Pantheon (see resources). Ask children to describe the Pantheon – encourage them to use key vocabulary in their description.</p> <p>Watch https://www.youtube.com/watch?v=NZo1otljfI4 and ask the children to answer the questions about the Pantheon below:</p> <ul style="list-style-type: none"> • When was it built? • What was it used for? • What is it used for now? • What is the dome made from? • How does the dome stay up? What does this tell us about Roman architects/builders? (They were very skilled.) <p>Explain facts about the Pantheon as in teacher knowledge above. Ask: What else do you know that Hadrian built? (Hadrian’s wall – in England and close to the Scottish border, which was a defensive wall marking the northern most part of the Roman empire in Hadrian’s time.)</p> <p>Explain that there are various things about the Pantheon which show us the power of Hadrian as an emperor:</p> <ul style="list-style-type: none"> • The design of the final Pantheon was created by a Greek architect Apollodorus of Damascus and the Emperor Hadrian. Apollodorus was executed when he had a disagreement with the Emperor over the design. • The oculus acts as a sundial. When light enters the hole, it casts a sharp circle of light on the floor and on the walls, which moves as the sun moves. On April 21st, for example, this light illuminates the outside courtyard. On this day the emperor would have stood illuminated in the courtyard. This would have indicated that he was powerful and favoured by the gods. <p>Demonstrate/Task: Children to start making Pantheon in pairs. See instructions on PPT.</p> <p>Children to reflect with their partners: What facts can you tell me about the Pantheon? How does the Pantheon show Hadrian’s power as emperor?</p>
3	To discover facts about the Colosseum.	<p>Review learning from last lesson. What can you remember about the Pantheon? Show children a view of the outside and inside of the Colosseum. Establish existing knowledge about the Colosseum – this is such a famous monument, children may already know things about it. Teach children that The Colosseum is an amphitheatre in Rome built by the Emperor Vespasian between 72 and 80 CE. It is the largest amphitheatre in the world. It was built by slaves in stone and concrete and is made up of many arches. It was used for public events such as games, gladiatorial events and executions. Vespasian’s son, the Emperor Titus held the first games in it for 100 days, during which many animals and gladiators were killed. Gladiatorial events continued to be held in it until the 5th century. Over the course of time two thirds of it has been destroyed by vandalism, fire and earthquakes. Tell the children they will do a multiple-choice quiz to show what they know about the Colosseum or to make sensible guesses based on their knowledge they already have of the Romans. Children to work in teams of 4. See questions on PPT</p> <p>Task: Children to continue making Pantheon in pairs.</p> <p>Children to review with their partners: What do you know about the Colosseum?</p>

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4	<p>To understand that the Colosseum is made up of arches and why these are important.</p>	<p>Review learning from last lesson: What can you remember about the Colosseum? Explain that the word 'feature' means an important thing about a building. Watch video about the construction of the Colosseum https://www.youtube.com/watch?v=EO1NQy4oyJs and ask children to answer the following questions:</p> <ul style="list-style-type: none"> • What architectural feature was used again and again in the Colosseum? • Can you describe how the arches were made? • Why did the arches make the building strong? • How many rings of arches were there? • How many arches were there? • Why was the building of the Colosseum so efficient/easy? <p>In response to the questions raised above and the children's answers after watching the video go over facts in teacher knowledge below.</p> <p>In this lesson children will learn that the Colosseum is made up of many arches, and how the efficient load bearing nature of these arches allowed the construction of this large building. There were three tiers of arches around the outside of the circular building, totalling 240 arches in all. The replication of these arches again and again allowed unskilled workers to build them quickly and efficiently: once they had built one the next one was quicker and easier to build. Children to continue making Pantheon in pairs. See instructions below.</p>
5.	<p>To understand what Trajan's Column was for and what it shows</p>	<p>Review learning from last lesson. What can you tell me about the Colosseum? Why are the arches in the Colosseum important? Tell the children that in this lesson they will learn about Trajan's Column. Go over definition of column. Explain that this column stands on its own rather than being part of another building. Ask: Do you know any other columns? What are they for? (Children may know Nelson's Column or The Monument in London. Nelson's Column was built to commemorate Admiral Nelson who was killed at the Battle of Trafalgar in 1805. The Monument was built to commemorate the Fire of London.) Go over facts below.</p> <p>Trajan's Column is a triumphal column in Rome. It was built to remember the Roman emperor Trajan's victory in the Dacian Wars. It was probably built by the architect Apollodorus of Damascus (architect of the Pantheon) at the order of the Roman Senate. It is in Trajan's Forum, near the Quirinal Hill, north of the Roman Forum. It was completed in CE 113. It has pictures on it, carved in relief, in marble which show the wars between the Romans and Dacians. Its design has inspired numerous victory columns, both ancient and modern. When it was first built a statue of Trajan was placed on top. This was replaced by a Statue of St Peter in the 16th century.</p> <p>Explain that the column was built to remember victory in war against the Dacians. Under Trajan the Romans were fighting the Dacians who lived in the northern most reaches of the Roman empire (which includes modern day Romania and Moldova). Columns are often used as a way to remember important events. For further images of the Trajan Column frieze with explanations about what they show see: https://www.nationalgeographic.com/trajan-column/</p>

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		<p>Show children details of relief carving from Trajan’s column. Ask: What can you see? Explain that these images are from the frieze which goes around the column. The frieze is carved in marble and uses sculptures in relief (rather than sculpture in the round) to tell the story of the Dacian wars. Go over these terms with definitions in the knowledge organiser. It is rather like a comic book story telling the story of the wars scene by scene. These images show Roman soldiers crossing the river Danube on a bridge, with the river god Danubius in the river and Roman soldiers performing the famous ‘tortoise’ formation with their shields while Dacian soldiers die around.</p> <p>Children to continue making Pantheon in pairs.</p>
6.	To show what I know about monuments of Ancient Rome.	<p>Show children a picture of each of the three monuments studied in this unit: the Pantheon, Colosseum and Trajan’s Column. Split the class into three groups, each group to be the experts for one of the monuments. In pairs in each group children to write on a whiteboard anything they know about their monument. Each pair to feedback to the class and teacher to make a mind map on the interactive white board with facts around each picture of the monument.</p> <p>Teacher to fill in mind maps made in talk task with missing facts covered in previous lessons. Then ask children to turn back to the timeline they made in lesson 1, the most recent date on which is 27 BCE. Ask them to look at their knowledge organisers and plot on their timelines when the Pantheon, Colosseum and Trajan’s Column were made. Ask: Which one is the oldest?</p> <p>Point out to the children that all these monuments were built by, or in honour of emperors and showed their power:</p> <ul style="list-style-type: none"> • The Pantheon shows the power of Hadrian by its advanced design, being an unsupported concrete dome. It was also built to shed light on the emperor when he was honoured there in April each year. • The Colosseum shows the power of Vespasian by its size, facilitated by the many arches it is made of, as well as the grand public events that took place there. • Trajan’s Column celebrates the victory and power of Trajan in his defeat of the Dacians. This is shown by the frieze which winds its way round the column. <p>Children to finish making Pantheon in pairs. Once finished, children to pick one monument, write down any facts that they remember about that monument and how it shows the power of the emperor who had it built or that it honoured.</p>
Links to other curriculum areas:		
History:		

Outline Scheme of Learning		
Year 4	Fastenings	Focus- Textiles

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Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Selecting and cutting fabrics for sewing. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template. • Evaluating the quality of the stitching on others' work. • Identifying aspects of their peers' work that they particularly like and why. 	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> • identifying the features, benefits and disadvantages of a range of fastening types; justifying why one type may be more suitable than another type for a specific purpose. • assembling their case using small, neat stitches and reinforcing these where necessary.

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	<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To explain the advantages and disadvantages of different types of fastening type.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/lesson-1-evaluating-fastenings/
2	To design a product to meet design criteria.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/lesson-2-designing-my-book-sleeve/

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3	To make and test a paper template.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/lesson-3-paper-mock-up-and-preparing-fabric-2/
4	To assemble a book jacket.	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/lesson-4-assembling-my-book-sleeve/
Links to other curriculum areas:		

Year 5	Anglo Saxon Purses	Focus-DT Textiles
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<ul style="list-style-type: none"> • How to thread a needle. • How to tie a knot to secure their final stitch. • How to sew a running-stitch with evenly spaced, neat, even stitches to join the fabric. • That sewing is a method of joining fabric using different stitches. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups • Generate, develop, model and communicate ideas through discussion and annotated sketches • Investigate and analyse a range of existing products • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> • Pupils working at greater depth indicated by: creating a purse with different components; assembling it using a blanket stitch which is neat and consistent; repairing or reinforcing areas where necessary.
<p>Lesson sequence:</p>		
Lesson	Learning Objective	Possible Activities
1.	To design an Anglo Saxon purse	<p>Look at Purses found at Sutton Hoo at http://www.primaryhomeworkhelp.co.uk/saxons/suttonhoo/purse.htm</p> <p>Can I design an Anglo Saxon purse or money carrier of my own?</p> <p>Discuss the audience and purpose. Children to choose their audience. An Anglo Saxon Warrior King, a jeweler or a farmer. Discuss the more detailed design specifications now they know who the audience is. Does it need gold thread and jewels for royalty? Would it be simpler for an Anglo Saxon farmer and why?</p> <p>Would it be smaller to hold less money?</p> <p>What could our purses have?</p> <p>What symbols like the Anglo Saxon writing and shields of the owner could be on it?</p> <p>What colour symbolises royalty or nature lover? How could we make the symbol/pattern stand out?</p> <p>What shape would draw up the best?</p>

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		<p>What textiles will you use and why? What are their qualities? Does it need a base in it? What shape will it be? What will be used to draw it up?</p> <p>Children to decide on their audience then make the choices for their purse. Complete a design sheet of four possible ideas.</p> <p>Choices- Audience, Shape, Colour of fabric, How it is to be drawn up/ fastening, Choice of ribbon, thread or leather/ raffia/ string, Logo or lettering to go on it.</p> <p>Decide on final design and create an annotated drawing of it with product list</p>
2	To sew a blanket stitch.	<p>https://video.link/w/fX34</p> <p>Model how to sew a blanket stitch on a scrap of fabric, using contrasting coloured thread to make it more visible. Hand out scraps of fabric, needles and thread to each table for the children to practise the blanket stitch as demonstrated by the video.</p> <p>If they perfect this quickly, ask them to practise using a running-stitch and cross-stitch to add smaller pieces of fabric or decorative stitching they may need for their purse design.</p> <p>Allow time for the children to sew scraps of fabric together using a blanket stitch.</p>
3/4	To use a blanket stitch to assemble the parts of my Anglo Saxon purse.	<p>Group any less confident sewers in the class together and model how to use a blanket stitch again, asking them to bring their purse components to follow along with the steps.</p> <p>Ask the children who are happy to work independently to start sewing around their purse's main body as soon as possible.</p> <p>The children should ensure that:</p> <p>Their stitches are strong and secure.</p> <p>Any attached extras or appendages are positioned correctly and don't look lopsided, too close or too spaced.</p>
5	To evaluate my Anglo Saxon purse.	<p>As a class, discuss the following points:</p> <p>Which parts of creating your purse did you find difficult or easy?</p> <p>How similar is your final product to your design?</p> <p>How neat is your stitching?</p> <p>How happy are you with your finished purse?</p> <p>How would you improve your purse?</p> <p>Explain that they should refer to their design sheets when answering these questions.</p>
<p>Links to other curriculum areas:</p>		

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History	Britain's settlement by Anglo-Saxons and Scots
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Outline Scheme of Learning		
Year 5	Interactive Installation	Focus- 3D and Sculpture
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Before starting this unit, you might want to check the children can recall:</p> <ul style="list-style-type: none"> • Use growing knowledge of different materials, combining media for effect. • Use more complex techniques to shape and join materials, such as carving and modelling wire. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Should be encouraged to justify any subjective answers they give, using art vocabulary or considering the formal elements where possible • showing they are considering the viewer of their piece by making changes as they work and being able to describe their ideas; making choices about materials used and arrangement of the object in the space; giving reasons for their choices and describing a problem they solved whilst working.
Lesson sequence:		

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Lesson	Learning Objective	Possible Activities
1	To identify and compare features of art installations.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-1-what-is-installation-art/
2	To investigate the effect of space and scale when creating 3D art.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-2-space-and-scale/
3	To problem-solve when constructing 3D artworks.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-3-everyday-amazing/
4.	To plan an installation that communicates an idea.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-4-creative-concepts/
5.	To apply their knowledge of installation art and develop ideas into a finished piece.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-5-viewer-experience/

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Outline Scheme of Learning		
Year 5	I Need Space	Focus- Sketching
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Before starting this unit, you might want to check the children can recall:</p> <ul style="list-style-type: none"> • Use growing knowledge of different materials, combining media for effect. • Use more complex techniques to shape and join materials, such as carving and modelling wire. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<p>Pupils working at greater depth indicated by:</p> <p>providing plausible suggestions for how a piece was created; referring to personal experiences or process knowledge; confidently using different stimuli to draw from; using knowledge and experience of a diverse range of processes to draw, which may extend to using simple printing techniques.</p> <p>making a diverse range of drawings and visual notes demonstrating their own ideas and how they have used their sketchbooks to explore them; generating a clear composition idea for a final piece, showing how it will be drawn and may include notes on what drawing could be used for; applying confident skills to make an effective collagraph print that may show some experimentation with colours.</p>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities

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1	To explore the purpose and effect of imagery.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-1-space-imagery/
2	To understand and explore decision making in creative processes.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-2-drawing-decisions/
3	To develop drawn ideas through printmaking.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-3-teis-albers/
4.	To test and develop ideas using sketchbooks.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-4-a-vision-of-the-future/
5.	To apply an understanding of drawing processes to revisit and improve ideas.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/lesson-5-revisiting-ideas/
Links to other curriculum areas:	Science Earth and space Describe the Sun, Earth and Moon as approximately spherical bodies.	

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Outline Scheme of Learning		
Year 5	Developing a Recipe	Focus- Cooking and Nutrition
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Describing how climate affects where foods grow. • Identifying seasonal ingredients from the UK. • Tasting seasonal ingredients. • Describing the texture and flavour of ingredients. • Peeling foods by hand or with a peeler. • Cutting ingredients safely. • Choosing ingredients based on a design brief. • Following the instructions within a recipe. • Describing the benefits of seasonal fruits and vegetables and their impact on the environment. 	<p>Pupils should be taught to:</p> <p>Key stage 2</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> • considering the ethical issues around food production. • cutting foods to a specific size and shape; observing the changes in foods as they cook and providing suggestions of how they have changed. • explaining that measurement is important so that nutritional information can be gathered; determining the most efficient techniques to use to prepare an ingredient.

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Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To understand how ingredients are reared and processed.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/new-cooking-and-nutrition-developing-a-recipe/lesson-1-from-farm-to-fork/
2	To make adaptations to design a recipe.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/new-cooking-and-nutrition-developing-a-recipe/lesson-2-different-choices/
3	To evaluate nutritional content.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/new-cooking-and-nutrition-developing-a-recipe/
4.	To practise food preparation skills.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/new-cooking-and-nutrition-developing-a-recipe/lesson-4-preparing-ingredients/
5.	To design a product label.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/new-cooking-and-nutrition-developing-a-recipe/lesson-5-designing-labels/
6.	To follow and make an adapted recipe.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/new-cooking-and-nutrition-developing-a-recipe/lesson-6-making-bolognese/

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Links to other curriculum areas:	

Outline Scheme of Learning		
Year 6	Marbleous structures	Focus-DT Structures
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a ‘stable’ structure is one which is firmly 	Pupils should be taught to: <ul style="list-style-type: none"> • Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups • Generate, develop, model and communicate ideas through discussion and annotated sketches • Investigate and analyse a range of existing products • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply understanding of how to strengthen, stiffen and reinforce complex structures 	<ul style="list-style-type: none"> • Build tall free standing structures that are strong and stable. • Cut materials with accuracy and precision and refine the finish with appropriate tools such as a craft knife. • Pay close attention to aesthetics when creating joins. • Demonstrate a clear ability to be creative and imaginative with their ideas when

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<p>fixed and unlikely to change or move.</p> <ul style="list-style-type: none"> • To know that a ‘strong’ structure is one which does not break easily. • To know that a ‘stiff’ structure or material is one which does not bend easily. 		<p>designing and building a marble run.</p> <ul style="list-style-type: none"> • Improve their work to ensure it has a high quality finish.
<p>Lesson sequence:</p>		
Lesson	Learning Objective	Possible Activities
3.	<p>To investigate free standing structures and apply my understanding of how to strengthen, stiffen and reinforce a cardboard tube.</p>	<p>Explain the term ‘freestanding structure’. Ask the children to look at a selection of free standing items, for example, a mug tree, a tablet case, a music stand, a tripod or a photograph frame. Why is it important that these items are strong and stable? How are different free standing products designed to be strong and stable? Highlight the fact that some products are made stronger and more stable and by having a wide base.</p> <p>Construction Kit Structures: Ask the children to work in small groups, using construction kits to design and build a series of stable structures such as a chair, a bridge, a ride etc. Discuss as a class the shapes that give a structure strength and stability. Highlight the importance of a wide base.</p> <p>Cardboard Tube Challenge: Explain that today the children are going to face their own challenge - to build the tallest free standing tower from cardboard tubes. (Some examples of towers can be found by typing ‘toilet roll tube towers’ or ‘cardboard tube towers’ into Google images.) Give each group a large selection of cardboard tubes and a set of joining materials. Allow 30 minutes to complete the challenge. Measure how tall each tower is before announcing the winning group.</p>
4.	<p>To use a wider range of tools and equipment to</p>	<p>Demonstrate putting a marble down a long cardboard tube. Discuss the speed and length of its journey. Children discuss in pairs and then as a class. Explain that the task for today is to make a bridge for the marble to cross, using the Lesson Presentation to model its journey.</p>

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	join cardboard tubes together accurately.	<p>Joining: Explain that the children will need to join materials accurately together to stop the marble from falling out and to allow it to roll into the next tube. Model different joining skills as shown on Lesson Presentation (if using 'fanning' method a small thinner half tube needs to be inserted into the hole to catch the marble). Show how to accurately make slots and fit another tube inside.</p> <p>Making Bridges: Children work in groups to create a bridge using a variety of joins.</p>
	To develop a range of practical skills to create bends in marble runs.	<p>Look at some examples of bends made from commercially bought marble runs. Explain that the challenge for today is to recreate these types of bends using the materials that are available.</p> <p>Selecting and Exploring Materials: Children explore how bends can be created using different materials. Encourage them to be creative. Take feedback from the children about different ways they have found to create bends and the skills they have used.</p> <p>Technical Skills: Demonstrate different technical skills when making bends. Some examples are shown on the Lesson Presentation, in addition to these, demonstrate any further methods the children have discovered.</p> <p>Practise: Children will practise making bends using some of the demonstrated tools, equipment and skills. They will need to test the bend to ensure the marble runs smoothly through it.</p>
	To investigate commercially bought marble runs.	<p>Children work in pairs to think of two different ways to increase the run time of the marble from start to finish, and record on the first section of the Timed Challenge Activity Sheet. Examples could be: place an obstacle for the marble to go around; make the run higher; create more bridges for it to cross; get the marble to change direction more; get the marble to spin. Take feedback.</p> <p>Timed Challenge: Organise children into 3 groups. Allow children 30 minutes to set up or make a marble run. The main aim is to increase the run time of the marble from start to finish. After 30 minutes gather the children together and look at the different marble runs. Time the run time of the marble from start to finish on each run. Discuss the results, focussing on why the winning run made the marble take longer.</p>
5.	To select from and use materials and components to make a marble run.	<p>Explain that sometimes in Design and Technology detailed sketches and diagrams are used to communicate ideas, however, for this project it would be difficult to do this as they need to explore their ideas by making them. Children will design their marble runs using a more hands on approach, called an iterative process. Design Time: Display the resources that are available for construction. Explain that the children will need to think about the previous learning which has taken place and apply this knowledge, understanding and skills when designing and making their marble runs. Give children some time to explore and discuss the wide</p>

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		<p>range of materials and components. Display the following questions to help give structure and focus to this time: What materials will be most functional? How will the components be joined together to create a stable structure? What methods of strengthening and reinforcement will be used? What finishing techniques will be used?</p> <p>Children will work in groups to make their marble runs. Encourage the children to regularly evaluate their work against the design criteria at different stages. (Note that they will carry on making their marble runs in the next session.) Children should use a wide range of materials and components that are functional but also show that they have considered the aesthetic qualities.</p>
6.	To evaluate and improve my design and technology work.	<p>Start the lesson with the children completing the Peer Evaluation Carousel Activity Sheet. Groups will rotate around each marble run and write down one positive point and one area for improvement. The children must evaluate the marble runs against the design criteria. (This activity not only allows children to receive feedback on their own designs but also to gain new ideas from other projects.)</p> <p>Children work on the improvements suggested by their peers and should clearly show how they have acted upon these ideas. Children then finish making their marble runs. Encourage them to regularly evaluate their work against the design criteria at different stages.</p> <p>Testing the Marble Runs: You could invite an independent judging panel in to allocate marks based on the design criteria. The team with the most marks at the end will be the winning team.</p>
Links to other curriculum areas:		

Outline Scheme of Learning		
Year 6	Artist Study	Focus- Painting and mixed media
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

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<p>Before starting this unit, you might want to check the children can recall:</p> <ul style="list-style-type: none"> • Artists use colour to create an atmosphere or to represent feelings in an artwork (e.g. by using warm or cool colours). • Shapes can be used to place the key elements in a composition. • Artists can use lines to control what the viewer looks at within a composition (e.g. diagonal lines to draw your eye into the centre of a drawing). • Artists are influenced by what is happening around them (e.g. culture, politics or technology). • How an artwork is interpreted will depend on the life experiences of the person looking at it. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<p>Pupils should be encouraged to make diverse choices about their work, such as using more than one medium or changing the surface of their paper using a colour wash or texture; should mix colours as well as use the selection provided.</p> <p>Pupils should produce a confident piece of work; drawing upon previous creative experiences to achieve specific effects; experimenting using mixed media or preparing different surfaces to work on; acting upon evaluations at each stage.</p>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities

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1	. To understand how to analyse a famous painting.	<p>Explain to the children that they will look at a work of art created by one of the country's most famous artists, David Hockney.</p> <p>Introduce the children to the artist by showing them the video on the link: David Hockney at the Tate Britain on VideoLink.</p> <p>Ask the children:</p> <ul style="list-style-type: none">• How would you describe Hockney's work?• What sizes do you think they are?• What do you like or dislike about his work? <p>Write the children's responses on the board. Ask leading questions (for example, are they colourful?) to start this discussion if needed</p> <p>Arrange the children into groups of five or six and hand out sketchbooks and pencils.</p> <p>Display the link: Tate - 'My Parents' by David Hockney, 1977 to show David Hockney's painting on the board. Expand the image by clicking on the black circle with arrows at the bottom right of the picture.</p> <p>Ask the children to look closely at the painting and decide how to describe it to someone who could not see it. Explain that the descriptions need to include factual information rather than opinions. They should explain the formal elements they can see: line, shape, tone, texture, pattern and colour and what objects are in the painting (for example, how many books, how many flowers, etc.).</p> <p>Allow the children to discuss these descriptions in their groups, making notes in their sketchbooks. They could also quickly sketch the painting or its elements to remember their ideas.</p> <p>Choose one group to share their description and ask the other groups to respond by asking if they think it is accurate or if anything has been left out.</p>
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		<p>Ask the questions below to develop the children’s thinking further. Encourage them to justify their opinions by referencing details in the painting, such as facial expressions, posture, etc. The children can use their sketchbooks to record some of their answers, adding to their previous descriptions.</p> <ul style="list-style-type: none"> • Do these people remind you of anyone that you know? Why? • How does this painting make you feel? • How might the people in this painting feel? • What might you be able to hear? • What do you think happened before this moment in time? • What might happen next? • Who do you think speaks first? What might they say? <p>Arrange the children in pairs and appoint two or three photographers. Explain that they will re-enact the painting and show them the available props. Explain that they should try and have the exact pose and expression as the subjects of the painting. Hand out the devices with camera capabilities to the photographers and allow time for the children to complete the activity.</p> <p>Display the photographs and discuss which best captures the feelings of the painting and why. Print out the photos for evidence and place them in children’s sketchbooks alongside their written observations.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-1-david-hockney-option-1/</p>
2	To understand how to find meaning in painting.	<p>Introduce the children to Paula Rego through the video on the link: BBC Teach - Paula Rego 'Sleeping'.</p> <p>Ask the children the questions below, encouraging them to recap as much information as possible and say what they like or do not like about the works of art.</p> <ul style="list-style-type: none"> • What have we found out about Paula Rego’s artwork? • What is the inspiration for her work? • What words would you use to describe her work?

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		<p>Display slide 1 of the Presentation: 'The Dance' by Paula Rego (1988) and allow the children some time to absorb and study the painting.</p> <p>Use slides 2 and 3 to share some facts about the artist. Show slide 4 and ask the children questions about the painting. Explain that they will answer them in their sketchbooks. Encourage the children to add doodles or sketches with their answers as it is good for them to record any creative response sparked by the painting.</p> <p>Display slide 5 and explain that the children will create the story of what they think 'The Dance' is about. In their groups, they can discuss and establish the narrative. Encourage them to consider different story structures they are familiar with, for example, build-up, problem, resolution, etc. Ask them to make notes if needed. Allow time for the children to decide upon their story. Explain that each group will nominate someone to share their story with the class and listen to the feedback.</p> <p>Optional painting activity</p> <p>Explain that the children will paint a picture related to their created story. Ask the children to gather some objects from around the classroom in a similar way to how Rego worked.</p> <p>Explain that the children will create a narrative that connects these items, imagining a character or characters. Using the story they have created, ask the children to arrange the objects into a composition that represents the story ready to paint. This might include a member of the group modelling. Allow time for the children to complete their paintings.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-2-paula-rego-the-dance/</p>
3	To apply drama techniques to explore the meaning of a painting.	<p>Display slide 1 of the <i>Presentation: 'Gassed' by John Singer Sargent</i>. Allow the children to look at the painting and discuss what they can see with their partners.</p> <p>Read the Imperial War Museum 'label' (under the object description) of the painting on the link: Imperial War Museum - 'Gassed'. Paraphrase or adapt the language to suit your class.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> • How does the painting make you feel?

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		<p>Display slide 2 and ask the children the questions to prompt a discussion.</p> <p>Show slide 3 to share some facts about the painter John Singer Sargent</p> <p>Explain to the children that they will recreate the image (create a tableau) for a photograph. Doing so will allow them to experience the human side of the image: being blinded, supported, led, healed and the importance of companionship and support.</p> <p>Divide the class into two groups and explain which group the children will recreate based on the groupings in the painting:</p> <ul style="list-style-type: none">• Group One – the group mid-centre (standing up).• Group Two – the group at the bottom centre of the painting (lying down). <p>If the class is large, arrange a third group to depict the group on the right of the painting.</p> <p>Assign two children (or more) to be directors who will be in charge of ‘arranging’ their group’s part of the scene.</p> <p>Explain that the directors and the pupils will help each other to become the characters using the limited materials provided:</p> <ul style="list-style-type: none">• Their school bags can be the soldier bags.• Tissue rolls, kitchen towels, strips of material or scarves can be used for bandages and blindfolds. <p>Allow time for the directors to arrange the scene. Each child should know how to stand or lie and who stands or lies next to them.</p> <p>Blow a whistle when everyone is in place to signal that the children will assume the final position. Take the photographs of the tableau. Using a tripod or standing on a small step ladder (optional) may afford a better view.</p> <p>Ask some children how they feel (scared, frightened, in pain, in discomfort, worried, helpless, supported, grateful, anxious, sad, angry, despondent, etc.) while the class is frozen in position.</p>
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		<p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-3-john-singer-sargent-the-front-line/</p>
<p>4.</p>	<p>To apply interpretation skills to analyse and respond to an abstract painting.</p>	<p>Explain to the children that they will explore and respond to abstract work by the contemporary British painter Fiona Rae.</p> <p>Show the video on the link: Fiona Rae: Tate shots interview on VideoLink.</p> <p>Discuss how she organises her studio space and what she hopes people will see and enjoy in her paintings.</p> <p>Display slide 1 of the <i>Presentation: Fiona Rae</i> and ask the children to discuss the painting.</p> <ul style="list-style-type: none"> • What shapes do you see? • Do you see shapes that look like real things or abstract shapes? • What colours do you see? • If this painting could make sounds, what would they be? • What adjectives would you use to describe this painting? • How does this painting make you feel? • If anything on this painting could move, where would it go? How would it move? • If you could take the painting home, where would you put it in your house? Why? • Can your group come up with a name for the painting? What would it be? <p>Show slide 2 to share some information on the artist.</p> <p>Explain that the children will recreate the image, picking out the main geometric shapes and ensuring that it matches the analysis they discussed during the lesson. If, for example, the painting makes them feel happy and reminds them of a day at the beach, they must try to represent these same themes in their interpretive artwork.</p> <p>Hand out sketchbooks and materials for the children to create their artwork (e.g. coloured pencils, crayons, pastels or paints). Allow time for the children to complete their images</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-4-fiona-rae-option-1/</p>

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5.	To understand how art can tell stories or portray messages.	<p>Display slide 1 of the <i>Presentation: 'Five' by Lubaina Himid (1991)</i>. Explain that the picture is called 'Five' and was painted by a lady called Lubaina Himid. Ask the children to discuss why they think it is called this and whether knowing the name of the painting changes their ideas about its meaning.</p> <p>Show slides 2 and 3 to share information about the artist.</p> <p>Using slides 4–6, continue to explore the meaning behind the painting and use the questions to prompt a discussion.</p> <p>Optional: share the link: Tate Kids - Who is Lubaina Himid? to view more paintings by the artist and discover further information about her work.</p> <p>Arrange the children in pairs or small groups and ask them to share an issue they feel strongly about and what they want to change about it. This could be topical, like the war on plastics or something related to an area of your learning, such as the impact of global warming. Alternatively, allow the children to think of their own ideas.</p> <p>Ask the children to use their sketchbooks to draw ideas for a picture to convey their message. They could do this within annotated thumbnails. Encourage them to avoid using words and consider using objects to symbolise meanings, reflecting Himid's style.</p> <p>Explain that the children should choose one idea and create a full-page final composition sketch if time allows. Choose whether the children add colour with paints, pencils or pastels to make a 'final piece' or revisit their ideas later to create a larger-scale painting.</p> <p>An alternative idea for a large-scale class collaborative piece</p> <p>Take inspiration from Lubaina's installation, 'Naming the Money' (which features a series of cut-out silhouettes of people). Explain that each child will make a cardboard cut-out of themselves.</p> <p>Draw around the child lying on a large piece of cardboard. Fragments of boxes can be taped together to make a larger piece. Ask the children to portray their message by painting symbolic items and using colour and patterns to fill their cardboard silhouettes.</p>
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		<p>Add a cardboard fin to the back to stand them up for display in an open space.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-5-lubaina-himid/</p>
<p>6.</p>	<p>To develop starting points for creative outcomes.</p>	<p>Ask the children to recall the artists they have looked at across this unit of work. Discuss each artist as a class or in small groups.</p> <p>Explain to the children that they will be creating ‘a final piece’. (Something created after completing research and trying out ideas.) It could be a large or small painting or a presentation, such as a collage or something created on a computer.</p> <p>Ask the children to choose either an artist they want to research from this unit or someone new. (The teacher could provide a list of suitable artists.)</p> <p>Hand out either a selection of books or devices with internet access. Alternatively, information sheets about relevant artists could be created for the children to access (see Teacher knowledge). Allow the children to search for information on their chosen artist or direct them using the links: Google arts and culture and Tate - Artists A-Z.</p> <p>Hand out sketchbooks, sketching pencils and other materials such as coloured pencils, coloured paper, glue sticks and scissors. Explain that the children will spend the remainder of the lesson researching their chosen artists and recording their findings in sketchbooks. Encourage them to record the information creatively by drawing as well as writing. They could respond to the artwork by sketching and trying out patterns and shapes from the artist’s work. These could be combined with backgrounds created from a mix of colours and patterns reminiscent of the artwork they are researching.</p> <p>Ask them to include:</p> <ul style="list-style-type: none"> • Facts about the artist. • A description of their style and ideas using words and pictures. • Thumbnail sketches of key paintings or art, annotated with their critiques. • Key themes identified, such as war, messages, family relationships and environmental issues.

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		<p>Allow time for the children to research their chosen artist.</p> <p>Ask the children to begin making small sketches of a composition for their own piece. Explain that they should annotate their drawings to explain their ideas and the materials they wish to use.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-6-research-and-planning/</p>
7	To demonstrate an understanding of painting techniques to make personal choices.	<p>Hand out the children’s sketchbooks from Lesson 6: Researching and planning. Allow them to revisit their ideas independently or discuss their plans in groups before starting their piece.</p> <p>Explain that the children will be independently creating their pieces throughout this session. Allow them access to the art materials available and ensure clothing is protected.</p> <p>Offer guidance and support when needed. Working on an independent piece alongside the children would inspire and motivate them.</p> <p>Hold mini plenaries throughout the session:</p> <ul style="list-style-type: none"> • If a child is unsure about achieving a specific effect, ask the class to offer ideas and problem-solve together. • Share with the class if a child demonstrates an interesting use of a tool or material. • Pause for an evaluation point and ask the children to revisit their sketchbook ideas to review against their work <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/lesson-7-making-art/</p>
Cross-curricular links	<p>English: Spoken language</p> <p>Pupils should be taught to:</p>	

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	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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Outline Scheme of Learning		
Year 6	Steady Hand Games	Focus- Electrical Systems
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	Pupils should be taught to: <ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world Investigate and analyse a range of existing products Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. Generate, develop and communicate their ideas through discussion and annotated sketches Model ideas through prototypes Select from and use a wide range of tools and equipment to perform practical tasks Understand and use electronics in their products Evaluate their ideas and products against design criteria and consider the views of others to improve their work 	Justify or suggest improvements to parts of a toy design by stating their existing or proposed additional benefits or functions.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To research and analyse a range of children's toys	Display some examples of steady hand games in person or photos. There are videos online you can use. Have children played them? Can they work out how they work? Remind children how a circuit works. Use wires, crocodile clips, buzzers/lamps and cells/batteries to create a simple circuit. Ask the children to explain the benefits of the features of the games.

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2.	To design a steady hand game	Look at the examples from last week. Show chn how to use pliers to shape the wire. How will they make the game easier/harder? Make a wire wand and practise moving it along the wire. What is the right level of challenge? Children work in pairs to design their own game. They will need to create a stable base which will stand up and contain the batteries. Demonstrate how to draw a label their design. Maybe provide examples of 3D shapes in front of them to help them complete their perspective drawings
3.	To construct a stable base	Provide nets for children to choose from to create their base or allow children to design their own nets using plain card, set squares and rulers rather than the templates. Children decorate in their chosen design, focusing on the parts that will be seen.
4.	To assemble electronics and complete their electronic game	Go through safety instructions and demonstrate how to use the pliers to cut and shape the wire. Show how to use insulating tape to wrap around their wire wand. Pairs work together to create their wire shape and electrical circuit., attaching it to their base.
5.	To evaluate finished products	Test own and others finished games, identifying what went well and making suggestions for improvement. Take photos of finished product for sketchbooks and write evaluation.
Links to other curriculum areas:		
Science	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors.	

Outline Scheme of Learning		
Year 6	Make My Voice Heard (Mayans to Street Art)	Focus- Drawing and Sketching
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> • Show an understanding of appropriate finish and present work to a good standard. • To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • To know that using lighter and darker tints and shades 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay • about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Give reasoned evaluations of their own and others

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<p>of a colour can create a 3D effect.</p> <ul style="list-style-type: none"> To know that tone can be used to create contrast in an artwork. 		<p>work which takes account of context and intention</p>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To explore expressive drawing techniques	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-1-experimental-mark-making/
2.	To consider how symbolism in art can convey meaning.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-2-symbolic-imagery/
3.	To apply understanding of the drawing technique chiaroscuro.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-3-chiaroscuro/

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4.	To evaluate the context and intention of street art.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-4-street-art/
5.	To apply an understanding of impact and effect to create a powerful image.	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-5-powerful-imagery/
Links to other curriculum areas:		