



**The Valley Primary School**  
**Whole School Art/Design and Technology Curriculum 2022-2023.**

Art	Autumn	Spring	Summer
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Class One	<p align="center"><b><u>Portraits Autumn 1</u></b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>*Use a range of materials creatively *to design and make products</li> <li>*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>*Look at 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.</li> </ul> <p><b>EYFS Objectives:</b></p> <p><b>UTW – PCC:</b></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><b>EAD –CwM:</b></p> <p>Sometimes give meaning to the marks they make;          Use their imagination to consider what they can do with different materials;          Develop their own ideas and decide which materials to use to express them;          Explore colour and begin mixing;          To begin to explore a variety of tools and techniques;          Create closed shapes with continuous lines and begin to use these shapes to represent objects;          To draw with increasing complexity and detail, such as representing a face with a circle and including details;          Explore colour and mixing for a purpose;          To talk to others about what they have created;</p>	<p align="center"><b><u>LS Lowry Spring 1</u></b></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> <li>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of painting a seascape</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of using perspective</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of drawing buildings in the style of Lowry</li> <li>*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of creating matchstick figures</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context using scissor skills.</li> <li>*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a collage.</li> </ul> <p><b>EYFS Objectives:</b></p> <p><b>UTW – PaP:</b></p> <p>Show interest in different occupations;          To begin to use time language such as today, yesterday, at the weekend, etc;          To talk about the roles of people in their community and from the past;</p>	<p align="center"><b><u>Landscapes and Cityscapes Summer 2</u></b></p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> <li>*Develop a wide range of art and design techniques in using colour and texture; to use painting to develop and share their ideas, experiences and imagination; in the context of painting a landscape in the style of Monet.</li> <li>*Develop a wide range of art and design techniques in using colour and texture, in the context of using pastels</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, and line; to use painting to develop and share their ideas, experiences and imagination; in the context of painting landscapes in the style of van Gogh</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, and line, in the context of painting cityscapes in the style of van Gogh.</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a landscape.</li> <li>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a mosaic collage landscape.</li> </ul> <p><b>EYFS Objectives:</b></p> <p><b>UTW – PaP:</b></p> <p>Show interest in different occupations;          Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;          Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p><b>UTW – TNW:</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;          Know some similarities and differences between the natural world around them and contrasting</p>
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	<p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><b>EAD – B1aE:</b> Begin to show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><b>PD – FMS:</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p><b>EAD –CwM:</b> Sometimes give meaning to the marks they make; Use their imagination to consider what they can do with different materials; Develop their own ideas and decide which materials to use to express them; Explore colour and begin mixing; To become confident when using a range of tools and techniques; Use drawing to represent ideas like movement or loud noises; Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to build on previous learning, refining ideas and developing their ability to represent them; To talk to others in depth about what they have created and how they have achieved this;</p> <p><b>EAD – B1aE:</b> Show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><b>PD – FMS:</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>environments, drawing on their experiences and what has been read in class;</p> <p><b>EAD –CwM:</b> Sometimes give meaning to the marks they make; Use their imagination to consider what they can do with different materials; Develop their own ideas and decide which materials to use to express them; Explore colour and begin mixing; Safely use and explore a variety of materials, tools and techniques; Share their creations, explaining the process they have used;</p> <p><b>EAD – B1aE:</b> Show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><b>PD – FMS:</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>
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## Class Two

### Autumn – Autumn 1

In this unit, children will:

- \*Create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a drawing.
- \*Improve mastery of art and design techniques in the context of pastel/coloured pencil drawings.
- \*Improve mastery of art and design techniques in the context of printing.
- \*Improve mastery of art and design techniques in the context of paper sculpture and collage.
- \*Create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing.
- \*Improve their mastery of art and design techniques, including painting in the context of painting vegetable skins

### Insects Spring 2

In this unit, children will:

- \*Create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity
- \*Improve mastery of art and design techniques, including drawing in the context of oil pastel and coloured pencil.
- \*Improve mastery of art and design techniques, including collage in the context of insect mosaic patterns.
- \*Improve mastery of art and design techniques, including collage in the context of insect shadow puppets.
- \*learn about great artists, architects and designers in history in the context of Jennifer Angus.
- \*Improve their mastery of art and design techniques in the context of modelling insects.

### British Artists Summer 2

In this unit, children will:

- \*Learn about great artists, architects and designers in history in the context of Paula Rego.
- \*Improve mastery of art and design techniques, including drawing in the context of painting.
- \*Learn about great artists, architects and designers in history in the context of Sonia Boyce.
- \*Improve mastery of art and design techniques, in the context of a range of media.
- \*Improve mastery of art and design techniques, including painting in the context of composition.
- \*Learn about great artists, architects and designers in history in the context of Anish Kapoor.

## Class Three

### Anglo Saxon Broaches

In this unit, children will:

- \*Research; make detailed relevant annotated drawings to aid project designs.
- \*Develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- \*Create lines and marks to achieve variations in tone and texture.
- \*Use research to inspire drawings from memory and imagination.
- \*Plan the order of their work, choosing appropriate materials, tools and techniques
- \*Experiment with 2D and 3D representations of a map.
- \*Use tools safely and accurately.
- \*Evaluate against their original criteria and suggest ways that their product could be improved
- \*Plan, design, make and adapt work.
- \*Use a variety of materials and tools.
- \*Interpret and recreate a texture in drawings

### The Vikings : Drawing

In this unit, children will:

- \*Study principles in art that have been developed in history by artists. To understand the terminology of proportion and its theory
- \*Study a particular piece of art of an artist.
- \*Use proportion in drawings and to develop an awareness of composition and scale.
- \*Manipulate and experiment with the elements of art, line, tone, pattern, texture, form, space, colour and shape.
- \*Develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- \*Create lines and marks to achieve variations in tone and texture.
- \*Alter and refine drawings and describe changes using art vocabulary.
- \*Understand scale drawing techniques
- \*Develop an awareness of composition, scale and proportion in their drawings.
- \*Manipulate and experiment with the elements of art: line, tone, texture, form, space, colour and shape.
- \*Work relatively independently.
- \*Alter and modify work.

### Pop Art: Andy Warhol

In this unit, children will:

- \*Develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- \*Create lines and marks to achieve variations in tone and texture.
- \*Create lines and marks to achieve variations in tone and texture.
- \*Plan the order of their work, choosing appropriate materials, tools and techniques
- \*Experiment with 2D and 3D representations of a map.
- \*Use tools safely and accurately.
- \*Evaluate against their original criteria and suggest ways that their product could be improved
- \*Discuss how a piece of work may be developed further and explanations about any adaptations.
- \*Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.
- \*Make informed choices in drawing, including paper and media.
- \*Alter and refine drawings and describe changes using art vocabulary.
- \*Use research to inspire drawings from memory and imagination.
- \*Create sculpture and constructions with increasing independence.
- \*Plan, design, make and adapt models.
- \*Talk about their work, understanding that it has been sculpted, modelled or constructed.
- \*Use a variety of materials and tools.
- \*Identify artists who have worked in a similar way to their own work.
- \*Develop ideas using different or mixed media using a sketch book.

Design and Technology	Autumn	Spring	Summer
Class One	<p><u>Faces</u></p> <p>To explore and describe how a fabric looks and feels.</p> <p>To explore and name some fabrics.</p> <p>To explore and spot familiar fabrics.</p> <p>To carefully look at and feel different hair types and say what they are made from.</p> <p>To say if I think the hair looks good or not and explain why.</p> <p>To manipulate the material to make it look like my own hair.</p> <p>To start to use a running stitch correctly.</p> <p>To glue, stitch, staple, apply sticky tape, and use safety pins to join fabrics and materials together.</p> <p>To attach different materials such as ribbon, wool, buttons and sequins using the same techniques.</p> <p>To write a design criteria to help me design my fabric face.</p> <p>To talk about my ideas.</p> <p>To create an annotated drawing to communicate my ideas.</p> <p>To write a list of tools and materials that I need.</p>	<p><u>Playground</u></p> <p>To look at the design features of different playground equipment.</p> <p>To investigate the materials used to make playground equipment and suggest reasons for their choice.</p> <p>To recognise the purpose of playground equipment.</p> <p>To look at how the purpose of a product impacts on its design.</p> <p>To investigate how a wide-base and triangles make a structure more stable.</p> <p>To apply learning to design own playground equipment.</p> <p>To draw and label a design.</p> <p>To start to consider the material choices for the design and how it will be joined together.</p> <p>To use a design to construct a piece of playground equipment.</p> <p>To construct a structure for a piece of playground equipment.</p> <p>To evaluate the finished product.</p>	<p><u>Drinks</u></p> <p>To gather information and ideas to design a healthy drink.</p> <p>To design a delicious healthy drink for a class celebration or event.</p> <p>To evaluate knowledge about fruit and vegetables.</p> <p>To prepare food hygienically.</p> <p>To design a drink to be both healthy and tasty.</p> <p>To create, make and evaluate drink.</p> <p><b>EYFS Objectives:</b>  <b>CL – S:</b>          Use a wider range of vocabulary;          Learn new vocabulary;          Participate in small group, class and 1:1 discussion, offering their own ideas using recently introduced vocabulary;          Offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate;  <b>CL – LAaU:</b>          Begin to understand instructions that have two parts;          Understand simple questions about 'who' and 'what';          Make comments about what they have heard and ask questions to clarify their understanding;</p>

	<p>To cut on a line and use a template to create my fabric face shape.</p> <p>To draw a template for my face shape.</p> <p>To carefully cut paper following a line.</p> <p>To use a template to mark a shape onto fabric.</p> <p>To accurately cut fabric following a line.</p> <p>To choose from different fabrics and materials thinking about colour and texture.</p> <p>To think about how well the fabrics will join together.</p> <p>To follow a design, adding improvements if I need to.</p> <p>To use joining tools and equipment such as a stapler, needle, glue, sticky tape and use scissors to cut accurately.</p> <p><b>EYFS Objectives:</b></p> <p><b>CL – S:</b></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary throughout the day;</p> <p>Use talk to help organise thinking and activities;</p> <p><b>CL – LAaU:</b></p> <p>Begin to understand instructions that have two parts;</p>	<p>To recognise what is liked and disliked about a product.</p> <p>To evaluate how study the structure is.</p> <p>To make simple suggestions for improvements.</p> <p><b>EYFS Objectives:</b></p> <p><b>CL – S:</b></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary in different contexts;</p> <p>Articulate ideas and thoughts in well-formed sentences;</p> <p>Use talk to help work out problems and organise thinking and activities;</p> <p>To explain how things work and why they might happen;</p> <p><b>CL – LAaU:</b></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p><b>UTW – TNW:</b></p> <p>Explore collections of materials with similar and/or different properties;</p> <p>Talk about what they see, using a wide vocabulary;</p> <p>Talk about the differences between materials and the changes they notice;</p> <p><b>EAD –CwM:</b></p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make;</p> <p>Explore different textures;</p>	<p><b>UTW – TNW:</b></p> <p>Explore collections of materials with similar and/or different properties;</p> <p>Talk about what they see, using a wide vocabulary;</p> <p><b>EAD –CwM:</b></p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make;</p> <p>Explore different textures;</p> <p>Safely use and explore a variety of different materials, tools and techniques;</p> <p>Share their creations, explaining the process they have used;</p> <p><b>PD – FMS:</b></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>
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	<p>Understand simple questions about 'who' and 'what';</p> <p>Begin to ask more questions to find out more;</p> <p>Understand simple 'who', 'what', 'where' and 'why' questions;</p> <p><b>UTW – PCC:</b></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><b>UTW – TNW:</b></p> <p>Explore collections of materials with similar and/or different properties;</p> <p>Talk about what they see, using a wide vocabulary;</p> <p>Explore materials with similar and/or different properties;</p> <p>Talk about what they see in more details, using a wide vocabulary;</p> <p><b>EAD –CwM:</b></p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make;</p> <p>Explore different textures;</p> <p>To begin to explore a variety of tools and techniques;</p> <p>Join materials in a variety of ways;</p> <p>To talk to others about what they have created;</p> <p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><b>PD – FMS:</b></p>	<p>To begin to explore a variety of tools and techniques;</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects;</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details;</p> <p>To talk to others about what they have created;</p> <p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><b>PD – FMS:</b></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	
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	Develop small motor skills so that they can use a range of tools competently, safely and confidently		
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Class Two	<u>Edible Garden</u>	<u>Juggling Balls</u>	<u>Moving Images</u>
	<p>To name common herbs.</p> <p>To explain how to plant and care for some herbs.</p> <p>To explain why herbs need to be in warm places to grow well.</p> <p>To explain the eatwell plate and which foods I should be eating more and less of.</p> <p>To explain some of the benefits of eating fruit and vegetables and carbohydrates.</p> <p>To carefully follow a recipe to create a balanced meal.</p> <p>To explain that strawberries are grown outside and in polytunnels and glasshouses.</p> <p>To explain that strawberry plants produce runners that make new plants.</p> <p>To say how to plant and look after my own strawberry plant.</p> <p>To safely and correctly use a variety of kitchen tools including a knife, whisk and masher.</p> <p>To measure ingredients accurately to the nearest millilitre.</p> <p>To carefully follow a recipe.</p> <p>To create a smooth, runny, tasty drink and explain why it is good for me.</p> <p>To correctly plant a tomato seed.</p> <p>To explain that tomato seeds need warmth and water to start to grow and can explain that this is best achieved in warm seasons.</p> <p>To explain that tomato plants need air, light, water, nutrients and room to grow.</p> <p>To prepare ingredients safely and hygienically using appropriate cooking utensils.</p> <p>To accurately follow a recipe for tomato bruschetta or tomato sauce.</p>	<p>To explain why we need to analyse products.</p> <p>To investigate and evaluate different features such as colour, shape, child appeal, decoration and function.</p> <p>To interpret and summarise findings.</p> <p>To think about a design criteria when creating my design.</p> <p>To discuss and develop my ideas and then clearly show them using annotated sketches.</p> <p>To design an appealing product.</p> <p>To aim my design at a particular group.</p> <p>To decide which design technique I want to use.</p> <p>To correctly place elastic bands or strings on to my fabric.</p> <p>To carefully dye my fabric.</p> <p>To trial different fillings such as beans, rice, lentils and sand.</p> <p>To select a filling which I think is the most functional.</p> <p>To carefully cut around a template.</p> <p>To explain why a hem is needed.</p> <p>To use a running stitch to create a hem.</p> <p>To explain why different techniques are/are not functional for decorating juggling balls.</p> <p>To carefully copy my design onto fabric using pencil first then fabric paints or pens.</p> <p>To create a 'high quality' decoration.</p> <p>To explain why we use different stitches.</p> <p>To use an overcast stitch to join my juggling ball.</p> <p>To fill my juggling ball to create a finished shape.</p> <p>To explain how well my juggling ball has met the design criteria.</p>	<p>To gather information and ideas to design an exhibition.</p> <p>To design an interactive exhibition to display your work to a wide audience.</p> <p>To know about moving parts and exhibitions.</p> <p>To make simple moving parts.</p> <p>To design an interactive exhibition.</p> <p>To create, make and evaluate an interactive exhibition.</p>

	<p>I can assemble or cook ingredients (controlling the temperature of the hob if cooking).</p>	<p>To suggest improvements to my juggling ball.</p>	
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Class Three	<u>Super Seasonal Vegetables</u> <ul style="list-style-type: none"> <li>• Understand what seasonality means.</li> <li>• Name some foods which are grown, reared, caught and processed.</li> <li>• Design simple seasonal recipes.</li> <li>• Prepare a range of ingredients hygienically.</li> <li>• Prepare, assemble/cook ingredients.</li> <li>• Know when different fruit and vegetables are in season in the United Kingdom.</li> <li>• Explain where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Generate a range of ideas for balanced seasonal recipes.</li> <li>• Prepare ingredients hygienically and understand how to store and handle meat and fish correctly.</li> <li>• Use a wide range of preparation and cooking techniques.</li> </ul> <p>Describe when most foods are in season</p>	<u>Programming Adventures</u> <ul style="list-style-type: none"> <li>• understand how a floor robot moves;</li> <li>• program it accurately to move along a given route;</li> <li>• explore and select from a range of different materials to create obstacle squares.</li> <li>generate ideas for an adventure map and appropriate obstacles matching their overall theme;</li> <li>• evaluate adventure maps against design criteria independently;</li> <li>• explain the best joining methods based on their knowledge of the properties of materials.</li> <li>• explain why floor robots move differently on different materials using their knowledge of the properties of materials;</li> <li>• evaluate the effectiveness of different materials and suggest improvements based on observations.</li> </ul>	<u>Global Food</u> <p>Name some varied ingredients and say which part of the world they come from.</p> <ul style="list-style-type: none"> <li>• Explain the different food groups on the eatwell plate.</li> <li>• Follow a simple recipe.</li> <li>• Use some basic food skills, such as grating and chopping, which enable them to prepare a variety of simple savoury dishes.</li> </ul> <p>Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</p> <ul style="list-style-type: none"> <li>• Explain nutritional similarities between different types of food eaten around the world and say why this is important.</li> <li>• Accurately follow a recipe.</li> <li>• Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</li> </ul> <p>Say how an ingredient from a different part of the world might be prepared and used.</p> <ul style="list-style-type: none"> <li>• Think about some varied foods they eat/know and place them into the correct food group on the eatwell plate.</li> <li>• Understand the importance of correct storage and heating of rice using knowledge of spores, bacteria and how these cause food poisoning.</li> <li>• Work independently to accurately follow a recipe.</li> <li>• Use a wide range of advanced cooking techniques such as checking that food is cooked correctly and adjusting temperatures on the hob and oven which allow them to prepare a variety of complex savoury</li> </ul>
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	<p>in the United Kingdom including fruit, vegetables, meat and fish.</p> <ul style="list-style-type: none"><li>• Know where and how ingredients are grown, reared, caught and processed and</li></ul> <p>that some regions of the UK specialise in specific ingredients.</p> <ul style="list-style-type: none"><li>• Create, evaluate and refine seasonal recipes which include a balance of ingredients.</li><li>• Understand the importance of correct</li></ul> <p>storage and handling of meat and fish using</p> <p>knowledge of cross contamination and bacteria.</p> <ul style="list-style-type: none"><li>• Use and evaluate a wide range of preparation and cooking techniques including adjusting: cooking times, ingredients, methods and temperatures.</li></ul>		dishes.
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