



Art and Design Technology Long Term Plan

Art is expressing feelings and ideas creatively

DT is planning, designing and creating products





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Vision

At Oatlands Junior School, we aim to inspire in our pupils a lifelong curiosity through creative thinking and application. Through art and design technology lessons, our pupils are encouraged to be independent, inquisitive and imaginative. Pupils have the freedom to explore their ideas in a safe and specialist environment.

OJS Curriculum Threads

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:



- Provoke Curiosity
- Promote Equality and Diversity
- Embed Safe Behaviours

These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

Fundamental British Values

- Democracy
- Rule of Law
- Individual Liberty
- Respect and Tolerance

The Art and Design Technology curriculum is inclusive and promotes respect, tolerance and appreciation of equality and diversity through their pedagogical approaches which includes being inspired by a wide variety of great artists and cultures. Pupils are encouraged to develop their own style and individuality through the topics in art and D.T. Pupils also have the opportunity to share beliefs and opinions through their artwork, thereby giving them a visual voice.

National Curriculum Aims

The national curriculum for **art** aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



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The national curriculum for **design technology** aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Planning and Resources

At OJS, we follow the National Curriculum as a foundation for our art planning. We then bespoke our planning by using access arts support documentations. Art and D.T is taught in 2 blocks across the year by a specialist art and design technology teacher. Design technology is taught on a 2 year rolling programme. Our close links with Oatlands Infants School and our local secondary schools ensure that our art and design technology curriculum is both fluid and progressive.

Wider Offer

In art and design technology, our wider offer within the school day is: competitions, specialist visitors, collaborative projects with the wider community such as Artizan, art clubs and visits to local galleries and exhibitions. We celebrate art and design technology through weekly Achievement Awards, Scarth's Celebrations, Oatlands Points, as well as celebrating national events such as World Art Day.

Pupil Voice Groups

Through the pupil voice groups, Arts Committee, School Council and our House Captains, we gather pupil feedback about art and design technology when monitoring and evaluating our art and design technology curriculum offer.

Links to other documents:

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy
- Key Knowledge Progression
-

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2



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Year 3

Art – Mark Making including printmaking.

Key Learning Objectives

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 printmaking.

Learn about great artists

Mark Making - Explore line, shape, colour and tone. Use hands, mouths and feet to create marks.

Observational drawings using a range of different mediums. Including printmaking.

Look at a wide range of artists to inform discussions, including artists who draw with their mouths and feet.

Reflect on artwork e.g. Xgaoc'o X'are.

Develop personal sketchbooks.

Key Vocabulary

Mechanical Systems – Moving Story Book

Key Learning Objectives

Mechanical Systems.

Research, design and make an interactive, moving greetings card. Include sliders and levers Evaluate and explain how their product can move.

Key Vocabulary

Sliders, levers, cams, system, components, strength, linkages

Curriculum Threads



Look at a range of designers/makers.

Structures – Building Castles/ Fairy Houses

Key Learning Objectives

To collaborate with others to research, design and build a purposeful structure.

Key Vocabulary

- Collaboration, properties of materials, aesthetic, purpose

Wider Offer

- Visitor – What makes a new product desirable?

Curriculum Threads



Explore diverse ideas within a group and work with others to promote equality within a group.

Art – Using Natural Materials to Make Images

Key Learning Objectives

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 sculpture and painting

Learn about great artists

Explore prehistoric art - make their own pigments from natural materials such as fruits, vegetables, flowers etc, and use them to create artwork.

Land art – Understand what land art is, looking at the works of different land artists, what they use and where they construct their work dependant on several factors including geographical elements such as location and climate. What message, if any, do these artists convey through their artwork? In groups, design (can be verbal), construct and photograph land art within the school grounds considering these factors.

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Elements, line, shape, colour, tone, texture, brayer, relief, print, press

Curriculum Threads



Look at a range of artists' work both current and historical. Considering how marks can be created with other areas of the body including hands, feet and mouths (MFPA).



Explore a range of mediums following their own curiosities and give time to explore their own creative ideas.



Use brushes sensibly when using mouths to make marks.



Explore how mechanical systems work



Using resources including split pins safely.

British Values

Individual liberty through the multiple personal choices that is essential to creativity and design



Visitor – What makes a new product desirable?



e-safety /
Safe use of tools.

British Values

Individual liberty through the multiple personal choices that is essential to creativity

Develop personal sketchbooks.

Key Vocabulary

Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form

Wider Offer

- Working outdoors

Curriculum Threads



Discover how pigments are made around the world both current and historically. Research land artists locally and globally.




Develop their own pigments from a range of local sources.



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	British Values Individual liberty through the multiple personal choices that is essential to creativity Respect and Tolerance of our own and others' differences				 Safe use of natural products, water temperature and ingestion safety during the making process. British Values Individual liberty through the multiple personal choices that is essential to creativity	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<u>Abstract and Realism – Collaborative Practice</u> Key Learning Objectives 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 including pencil, charcoal, paint. Learn about great artists. Drawing and painting Skills - Elements of art. Develop mark making and	<u>Mechanical Systems – Moving Story Book</u> Key Learning Objectives Mechanical Systems. Research, design and make an interactive, moving greetings card. Include sliders and levers. Evaluate and explain how their product can move. Key Vocabulary Design, product, purpose, function, design criteria, annotate, aesthetic, fabric, applique, embellish, evaluate	<u>Digital world and Food – Product design and packaging</u> Key Learning Objectives understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Research and design a new food product from a given brief. Research ingredients and develop a recipe. Design appropriate packaging and develop a unique logo for their product before preparing and cooking their product. Key Vocabulary	<u>Topic Title/ Key Question?</u> Key Learning Objectives Ceramics & Sculpture - Romans. Look at great artists through history into the current day. Explore different clays, (earthenware, stoneware, air dry clay, hand building clay, porcelain,), their properties and uses. Design and make a Roman inspired coil or pinch pot using red earthenware. These will be fired at 1120. Design and make a sculpture to reflect their own interests and creativity; taking inspiration from other artists to		

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observational drawings, still life and portraits including light and shadow.

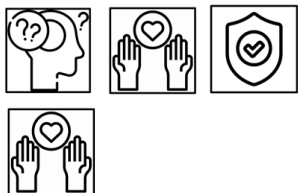
Use different mediums including collage, a range of pencils, paints, charcoal, ink, oil pastels, coffee and tea stains, and using a variety of applicators including sticks, feathers, paintbrushes, etc to make a wide range of marks. Work on a collaborative piece of artwork. Create mini concertina sketchbooks from these explorations.

Develop personal sketchbooks.

Key Vocabulary

Collaboration, exploratory, quality of line, line weight, medium, composition, reflect, respond, articulate, juxtaposition, arrangement.

Curriculum Threads



- Sliders, levers, cams, system, components, strength, linkages

Curriculum Threads



Look at a range of designers/makers.



Explore how mechanical systems work



Using resources including split pins safely.

British Values

Individual liberty through the multiple personal choices that is essential to creativity and design

- Food, hygiene, ingredients, recipe, healthy, unhealthy, harvest, seasonal, grow, produce, logo, unique, packaging, nutritional information, computer aided design (CAD).

Wider Offer

- Visitor – What makes a new product desirable?

Curriculum Threads



Explore diverse eating choices/religious requirements including vegetarian/vegan/halal/etc



Visitor – What makes a new product desirable?

feed into their own work. Develop joining and finishing techniques.

Develop personal sketchbooks.

Key Vocabulary

Character, personality, construct, prototype, analyse, fastening, joining, structure, sculpture,

Wider Offer

- Using a kiln to fire their work

Curriculum Threads



Exploring different clays – firing process transforming clay into pottery.



Use tools safely to sculpt and manipulate clay

British Values



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	<p>Analyse a range of artists work from around the world, both current and historical. Working with other who may have different ideas.</p>  <p>Explore a range of mediums following their own curiosities and give time to explore their own creative ideas</p> <p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity and design</p>		 <p>e-safety / using a kitchen and preparing food safely. Safe use of tools.</p> <p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity</p> <p>Rule of law – discussions about the laws of food preparation, allergies and selling produce to the public.</p>	<p>Individual liberty through the multiple personal choices that is essential to creativity and design</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Watercolour Exploration and Expression</u></p> <p>Key Learning Objectives</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including painting.</p>		<p><u>Expressing Voice through Visual Art – WW2 Propaganda Posters.</u></p> <p>Key Learning Objectives</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><u>Design and upcycle an old garment – WW2 Make Do and Mend.</u></p> <p>Key Learning Objectives</p> <p>Research WW2 make do and mend culture and make links with current eco-conscious fashion designers. upcycle/ change / design and develop a garment / t-shirt for a fashion show.</p>	<p><u>Grow, Harvest, Design and Cook - WW2 Dig for Victory Wartime Soups.</u></p> <p><u>Environmental Alternative Cooking</u></p> <p>Key Learning Objectives</p> <p>Cooking and nutrition -</p>	















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	<p>Learn about great artists</p> <p>Exploring watercolours. Investigate how watercolours have certain characteristics and can be used to create a wide range of marks, colours, tones etc. Develop mastery in this medium to inform their own inspired, creative watercolour artwork using high quality resources. Develop expression of themselves through their artwork.</p> <p>Develop personal sketchbooks.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> Watercolour, wash, dry/wet techniques, complementary / harmonious / contrasting colour, value, intensity, graduated wash, charging, glazing, premixing, lifting, backrun, watercolour bead, bloom, accidental, deckle, dry brush <p>Curriculum Threads</p>	<p>to improve their mastery of art and design techniques, including drawing, watercolour and printmaking.</p> <p>Learn about great artists and designers</p> <p>Learn how some artists create art to express opinions, share important messages and highlight complex issues around the world. Consider why printing is a good way of sharing artists' messages, and how images can be powerful. Develop collagraph and lino printmaking skills. These skills will then be used as a tool to convey and share an important message / personal passion of their choice through their chosen medium to create a final piece.</p> <p>Develop personal sketchbooks.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> Activism, voice, message, community, zine, linocut, collagraph, transfer, relief, intaglio, assemble, precise <p>Wider Offer</p> <ul style="list-style-type: none"> Share their messages and opinions to a wider audience through an online exhibition of works. 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Upcycle, fast fashion, slow fashion, global impact, <p>Wider Offer</p> <ul style="list-style-type: none"> Work in collaboration with local charity – fabrics and garments supplied from charities such as Harrogate's St Michaels Hospice. Inviting parents and guardians in to work alongside the pupils on this project. <p>Curriculum Threads</p> <div data-bbox="1205 917 1512 1018">    </div> <div data-bbox="1205 1056 1299 1157">  </div> <p>Look at a range of designers/makers</p> <div data-bbox="1205 1225 1299 1326">  </div> <p>Explore the implications of fast fashion and the impact on the world.</p>	<p>Plan, grow and harvest vegetables.</p> <p>Design and make a wartime soup using different methods to cook including a haybox thermal cooker and electric soup makers – considering eco-friendly alternative methods of cooking to reduce energy.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> Climate change, fossil fuels, innovation technologies, haybox, thermal cookers, soup makers. <p>Wider Offer</p> <ul style="list-style-type: none"> Visitors –promoting technologies and products which protect the environment and build resilience to climate change. <p>Curriculum Threads</p> <div data-bbox="1702 1082 2009 1177">    </div> <div data-bbox="1702 1220 1796 1321">  </div> <p>SF Innovations input and their impact, links with sri Lanka and how</p>
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<div data-bbox="210 240 506 331">    </div> <div data-bbox="210 379 300 470">  </div> <p>Analyse a range of watercolour paintings by artists work globally, both current and historical.</p> <div data-bbox="210 616 300 707">  </div> <p>Explore watercolours and be curious about how the medium can produce different effects. Google arts and culture, visit art galleries and discover artists and paintings from the classroom.</p> <p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity and design</p>	<p>Curriculum Threads</p> <div data-bbox="705 352 1001 443">    </div> <div data-bbox="705 491 795 582">  </div> <p>Opinions, complex issues and beliefs</p> <div data-bbox="705 659 795 750">  </div> <p>Exploring own opinions, interests and complex issues</p> <div data-bbox="705 861 795 952">  </div> <p>Safety when speaking out about our opinions and beliefs, is what we are sharing safe?</p> <p>British Values</p> <p>Respect and Tolerance - Respecting the opinions and beliefs of others.</p> <p>Individual liberty through the multiple personal choices that is essential to creativity and design</p>	<div data-bbox="1205 272 1294 363">  </div> <p>using resources including needles, fabric scissors and pins safely.</p> <p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity and design</p> <p>Respect and Tolerance - Respecting the Earth and how our choices can impact others</p>	<p>these methods are being used in low income families across the globe.</p> <div data-bbox="1704 341 1794 432">  </div> <p>Discovering alternative eco-friendly cooking methods</p> <div data-bbox="1704 544 1794 635">  </div> <p>ensuring food safety, including making sure food is thoroughly cooked using alternative methods. Safety when handling hot food.</p> <p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity</p> <p>Rule of law – discussions about the laws of food preparation, allergies and selling produce to the public.</p>
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		<p>Individual liberty through sharing their individual opinions through their artwork</p> <p>Democracy – discussion about freedom of expression and what this means in art</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><u>Mosaics</u></p> <p>Key Learning Objectives</p> <p>To improve their mastery of art and design techniques, including drawing and sculpture (mosaic).</p> <p>Learn about great artists – Local artizans.</p> <p>Use a mixture of mediums to create quick representations of the human form. Including ripped sugar paper, pencils, chalks, graphite blocks, charcoal.</p> <p>Mosaics - Artizan members (6 weeks with Artizan)</p>	<p><u>Ceramics – Sculpture Looking at the Human Form</u></p> <p>Key Learning Objectives</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and sculpture including clay.</p> <p>Learn about great artists and designers</p> <p>Explore the human form in a variety of ways including drawing, painting and collage. Explore the contours of the human form to inform their clay sculpture.</p>	<p><u>Drawing and Painting – Light and Shadows</u></p> <p>Key Learning Objectives</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and painting.</p> <p>Key Vocabulary</p> <p>Highlight, center light, halftone, terminator, form shadow, core shadow, cast shadow, reflected light, occlusion light</p>	<p><u>Electronical and Mechanical Systems – Game - Computer Aided Design</u></p> <p>Key Learning Objectives</p> <p>Electrical and Mechanical Systems</p> <p>Design and build a new electronic game designed to move and use electric circuits within the design.</p> <p>Digital World - Design for a purpose</p> <p>3D CAD - Tinkercad – Design a straw rollercoaster</p> <p><u>How to Build a Straw Roller Coaster : 10 Steps (with Pictures) - Instructables</u></p>		

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Design and create mosaics as a cohort, working collaboratively on whole pieces, supported by adults with different abilities.

Develop personal sketchbooks.

Key Vocabulary

- Mosaic, grout, tessellate, nippers, disability, differently abled, collaboration

Wider Offer

- Working with members of the wider community – Artizan.

Curriculum Threads



Working with members of Artizan promoting equality and diversity, giving opportunities for pupils to work alongside adults with different needs within our local community. Experiencing first hand the diverse and inclusive

Explore different clays and what they are used for. Explore pottery and it's uses, including decorative.

From a given brief, design and make a ceramic sculpture. Develop prototypes using plasticine/playdough to inform designs.

Discuss and select the appropriate clay for their sculpture, hand building clay for this project. Develop mastery of using clay and develop technical skills including joining and burnishing as sculptures will be fired but not glazed.

Develop personal sketchbooks.

Key Vocabulary

Hand building, joining, burnishing, decorative, form.

Wider Offer

- Using a kiln to fire their work

Curriculum Threads



Wider Offer

Curriculum Threads



Look at a range of designers/makers. e.g. Vincent Ball



Changing the environment to provoke curiosity.

British Values

Individual liberty through the multiple personal choices that is essential to creativity and design.

Key Vocabulary

- CAD, visual concepts, rendering, simulation, programme, software, engineering, technological advances
-
- Climate change, fossil fuels, innovation technologies, haybox, thermal cookers

Wider Offer

- Visitors – Story Engineering
- Inviting parents and guardians in to work alongside the pupils on this project.

Curriculum Threads



Story Engineering -
 Introducing and working with a diverse team of engineers within the classroom

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Opportunities to be naturally curious and asking questions surrounding disability. (Booklet from Artizan highlighting these, shared with class teachers to discuss in class in between Artizan sessions.).



Safe use of mosaic cutters, sharp edges of tiles and learning how to be careful when using new tools.

British Values

Individual liberty through the multiple personal choices that is essential to creativity

Respect and Tolerance of our own and others' differences



Explore a variety of clays and fire their work in a kiln.



Using ceramic tools correctly and safely.

British Values

Individual liberty through the multiple personal choices that is essential to creativity and design.



Exploring Tinkercad programme to develop their own designs onto a computer



British Values

Individual liberty through the multiple personal choices that is essential to creativity