

Lake Farm Park Academy

Art and DT Long Term Overview 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me	Festivals and celebrations Clay Diva's	Space Using mixed media to create space rockets	Growing Observational drawings	Mini Beasts	Under the sea
Skills coverage	Self portraits Using a variety of media to enclose spaces and present self Begin to use a variety of drawing tools (Range 5- uses tools for a purpose)	(Range 5- uses tools for a purpose)	Handling, feeling, enjoying and manipulating materials (Range 5- uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces)	Shading Colours	Stained glass window effects Patterns Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Collage Layering Colours Size perspective
Year 1	Creating own superheroes	Designing a front cover Making pancakes	Sketched dinosaur Dinosaur habitat Sketching Mary Anning Making dinosaur fossils Making dinosaur cookies	Creating treasure boxes Creating London landmarks	Making fruit kebabs	Making a scene of a beach
Skills coverage	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions.	Observe and draw. With support prepare simple dishes safely and hygienically without a heat source. Use basic food handling, hygienic practices and personal hygiene.	Observe and draw landscapes. Find collections of colour e.g. collecting leaves in different shades of green. Observe patterns and anatomy (faces, limbs) Explore a variety of malleable materials. With support prepare simple dishes safely and hygienically without a heat source.	Extend the variety of drawing tools. Explore different textures. Explore a variety of malleable materials. Use materials to make known objects for a purpose. Explore junk modelling. Evaluate their product by discussing how well it works in relation to the purpose.	Begin to understand that food comes from plants and animals and can name and sort into the 5 food groups. With support prepare simple dishes safely and hygienically without a heat source. With support, use techniques such as; cutting, peeling and grating.	Sort materials according to specific qualities. Explore how textiles create things. Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make.

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			Use basic food handling, hygienic practices and personal hygiene. Use materials to make known objects for a purpose. Explore junk modelling	Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it.	Use basic food handling, hygienic practices and personal hygiene. Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it.	Evaluate their product by asking questions about what they have made and how they have gone about it.
Year 2	<p>ART Creating clay models of the Chichen Itza DT Create a 3D model of the colosseum using card, paper and sellotape. ART Sketch the Taj Mahal and use colouring pencils DT Understand that everyone should eat at least 5 portions of fruits and vegetables everyday</p>	<p>ART Sketch and paint portraits of Florence Nightingale ART Junk models of ambulances DT Use techniques such as; cutting, peeling and grating. DT Follow safe procedures for food safety and hygiene.</p>	<p>ART Cocoa pod art, sketch and colour using oil pastels DT plan , design, make and evaluate a chocolate wrapper ART rubbing and printing DT Prepare simple dishes safely and hygienically without a heat source.</p>	<p>DT Cross stitching</p> <p>Learn about Beatrix Potter as an artist- Link to a BAME artist that also paints landscapes?</p> <p>ART Sketching rabbits with HB pencils</p> <p>Collaging woodland animals.</p>	<p>ART Oil pastel Charcoal pictures DT London bridge with wood or clay Silhouette painting DT Make Tudor houses DT Understand that food can be farmed, grown or caught elsewhere.</p>	<p>DT London paper/straw models ART London Printing or painting ART Observational drawing diff perspectives e.g. Shard ART 4 weather patterns art DT Design your own famous landmarks</p>
Skills coverage	Develop an awareness of natural and man-made Experiment with tools and surfaces. Experiment with tools and surfaces.	Discuss the use of shadows, light and dark. Use overlapping and overlaying to create effect. Experiment with tools and surfaces.	Record and explore ideas from first hand observation, experience and imagination. Sketch to make quick records.	Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. Learn about the work of a range of artists, craft makers and designers;	Discuss the use of shadows, lights and darks. Learn about the work of a range of artist, craft makers and designers	Ask and answer questions. Develop their ideas. Review work and reflect with annotations in sketch book.

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	<p>Sketch to make quick records</p> <p>Make as many tones of one colour as possible (using white).</p> <p>Fruit kebabs</p> <p>Baking Egyptian flatbread.</p>	<p>Sketch to make quick records.</p> <p>Making pudding</p>	<p>Ask and answer questions.</p> <p>Develop their ideas.</p> <p>Review work and reflect with annotations in sketch book.</p> <p>Discuss the use of shadows, light and dark.</p> <p>Use overlapping and overlaying to create effect.</p> <p>Print with a growing range of objects.</p> <p>Chocolate rice krispie cakes</p>	<p>making links to their own work.</p> <p>Ask and answer questions.</p> <p>Develop their ideas.</p> <p>Review work and reflect with annotations in sketch book.</p> <p>Discuss the use of shadows, light and dark.</p> <p>Sketch to make quick records.</p> <p>Use overlapping and overlaying to create effect.</p>	<p>making links to their own work.</p> <p>Experiment with tools and surfaces.</p> <p>Review work and reflect with annotations in sketch book.</p>	
Year 3	<p><u>The UK</u></p> <p>Dream Jars (ART)</p> <p>BFG Book cover (ART)</p> <p>Baking mini tea loaves (DT)</p>	<p><u>The Stone Age</u></p> <p>Stone Age jewellery (ART and DT)</p>	<p><u>Ancient Greece</u></p> <p>Ancient Greek vases (ART)</p> <p>Mythical creatures (ART)</p>	<p><u>Magnificent Asia</u></p> <p>Famous Indian buildings (ART)</p> <p>Fruits from Asia (ART)</p>	<p><u>The Romans</u></p> <p>Four seasons (ART)</p>	<p><u>Rainforests</u></p> <p>Amazon Rainforest (Art)</p>
Skills coverage	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Make close observations. Measure, mark out, cut, score and assemble components with more accuracy.</p>	<p>Identify a purpose and establish criteria for a successful product.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations.</p>	<p>Make close observations.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Create images from a variety of media.</p>	<p>Make close observations.</p> <p>Compare ideas and methods with others and adapt their work with improvements.</p> <p>Produce initial sketches as a preparation for painting.</p> <p>Explore different techniques e.g. applying</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Learn about the work of great artists, architects and designers in history (Monet)</p>	<p>Experiment with various types of pencils.</p> <p>Produce initial sketches as a preparation for painting.</p> <p>Mix colours for a purpose.</p> <p>Introduce different types of brushes.</p>

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	<p>Work safely and accurately with a range of simple tools.</p> <p>Demonstrate hygienic food preparation and storage</p>	<p>Compare ideas and methods with others and adapt their work with improvements.</p> <p>Make drawings with labels when designing.</p> <p>Select tools and techniques for making their product.</p>	<p>Work on different scales</p>	<p>colour using dotting, scratching and splashing.</p>		
Year 4	<p><u>Castles</u></p> <p>Coat of arms</p> <p>Baking - Flapjack</p>	<p><u>The Monarchy</u></p>	<p><u>Earthquakes v Volcanos</u></p> <p>Baking - Pompeii Rolls (Hook for writing) Roman Coins (sculpted)</p> <p>Sketching volcanos (perspective)</p>	<p><u>Vikings</u></p> <p>Viking Longboats (6 week project)</p>	<p><u>Egyptians</u></p> <p>Hieroglyphics Cartouche(6 week project)</p> <p>Cooking (1 session)</p>	<p>Create their own God/ Goddess out of clay (6 week project)</p>
Skills coverage	<p>ART Experiment with colour mixing and matching e.g. tint, tone and shade.</p> <p>Select suitable equipment for the task.</p> <p>Explore colour to reflect mood.</p> <p>DT become competent in a range of cooking techniques [for example, selecting and preparing ingredients; DT using utensils and electrical equipment;</p>		<p>DT become competent in a range of cooking techniques [for example, selecting and preparing ingredients; DT using utensils and electrical equipment; applying heat in different ways; ART Evaluate products and identify criteria that can be used for their own designs. Shape, form, model and construct from observation or imagination.</p>	<p>DT Generate ideas, considering the purposes for which they are designing. DT Make labelled drawings from different views showing specific features.</p>	<p>ART Experiment with colour mixing and matching e.g. tint, tone and shade. DT become competent in a range of cooking techniques [for example, selecting and preparing ingredients; DT using utensils and electrical equipment; applying heat in different ways;</p>	<p>ART Shape, form, model and construct from observation or imagination. Produce intricate patterns and textures in a malleable media.</p>

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	applying heat in different ways		Produce intricate patterns and textures in a malleable media. ART Identify and draw the effect of light, scale and proportion. ART Work on a variety of scales and computer generated drawings.			
Year 5	DT Space Rovers	Art - African art/artists Collage:	DT cooking- <u>Week 5 Shrewsbury Biscuits</u> <u>Cooking session</u>	DT Make Elizabethan game: Bilboquet	DT Zoetrope	Art Textiles and patterns from around the world
Skills coverage	<p>Draw up a specification for your design. Compare ideas and methods with others and adapt their work with improvements. Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others</p>	<p>Explore the translucent nature of range of media. Combine collage with other 2D techniques.</p> <p>Compare and contrast the work of great artists, architects and designers in history. Design and combine prints. Discuss and evaluate own work and that of others.</p>	<p>Understand that seasons may affect the food available. Measure accurately (time, dry ingredients, liquids). Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Know how to use a range of techniques such as: peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking.</p>	<p>Draw up a specification for your design. Compare ideas and methods with others and adapt their work with improvements. Generate ideas through brainstorming and identify a purpose for their product. Use results of investigations, information sources, including ICT when developing design ideas. Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others</p>	<p>Draw up a specification for your design. Compare ideas and methods with others and adapt their work with improvements. Generate ideas through brainstorming and identify a purpose for their product. Use results of investigations, information sources, including ICT when developing design ideas. Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations. Compare ideas and methods with others and adapt their work with Improvements. Experiment with hues, tints, tones, shades and moods of colour. Explore the use of texture. Use colour for a variety of Purposes.</p> <p>Design and combine prints. Discuss and evaluate own</p>

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					equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product.	work and that of others.
Year 6	DT Designing and Making Bridges (Links with Victorians topic in History)	Art Landscapes: David Hockney (Links with Mapping topic in Geography)	DT Food making a carrot cake (Links with WW2 topic in History)	Art Graffiti Art: Banksy (Links with Crime and Punishment topic in History)	Art Screen printing: Andy Warhol (Links with Evolution and Inheritance topic in science)	DT Textiles, exploring stitches (Links with Year 6 class names - Architects)
Skills coverage	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Select appropriate tools, materials, components and techniques.</p> <p>Assemble components to make working models.</p>	<p>Explore the concept of perspective Record the effect of light on objects and people from different directions.</p> <p>Explore and apply different hues, tints, tones, shades and moods of colour.</p> <p>Use colour for a variety of purposes.</p> <p>Using knowledge of techniques and materials to design for a specific outcome.</p> <p>Trees - sculpture</p>	<p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know that different foods and drinks contain different substances - nutrients, water and fibre are needed for health.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Compare and contrast the work of great artists, architects and designers in history.</p> <p>Question and make thoughtful observations.</p> <p>Compare ideas and methods with others and adapt their work with improvements.</p> <p>Explore and apply different hues, tints, tones, shades and moods of colour.</p> <p>Use colour for a variety of purposes.</p>	<p>Compare and contrast the work of great artists, architects and designers in history.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations.</p> <p>Compare ideas and methods with others and adapt their work with improvements.</p> <p>Build up drawings and images of whole or parts of items using various techniques.</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Use tools safely and accurately.</p> <p>Make modifications as they go along.</p> <p>Pin, sew and stitch materials together to create a product.</p> <p>Achieve a quality product. Evaluate their products, identifying strengths and</p>

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<p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p> <p>Achieve a quality product.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>		<p>Know how to use a range of techniques such as: peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking.</p> <p>Use tools safely and accurately.</p>		<p>Screen printing.</p>	<p>areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Across all DT units: Know about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.</p>
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