



Art & Design Long Term Overview – 2023/2024

INTENT	<p>We believe Art & Design Technology are vital parts of a broad and balanced curriculum. All staff are encouraged to utilise Art & Design Technology in rich and positive ways.</p> <p>Art and Design gives children the opportunity to present their sense of vision through observation, experimentation and illustration. Through our progressive scheme of work, they are taught the skills and techniques in mark making, drawing, painting, print making, sculpture and textiles. Our pupils are given the opportunity to use their imagination with a wide range of media such as pencil, paint, ink, fabric, clay, paper, and recycled materials.</p> <p>Manipulative skills are developed as well as an awareness of colour, texture, design and dimension. Children study the work and techniques of a range of diverse artists and research art forms from other cultures.</p> <p>In Design, technology children are taught to use tools correctly and safely to combine their designing and making skills alongside their knowledge and understanding in order to construct products that satisfy needs and challenges.</p> <p>In addition, we offer the children opportunities to cook throughout each year group with a focus on a range of skills and savoury dishes.</p> <p>Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our Art & Design Technology work and present it within our class and invite parents in.</p>					
IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Mark making, giving meaning to marks. Beginning to mix colours. Self-portraits	Firework pictures adding media (sand). Wassily Kadinsky (through maths) Divas- Clay	Animal prints - different tools to make prints. Alan M Hunt – wildlife artist Symmetrical butterflies	Make patterns using different colours – primary and mix to make secondary. Collage - farm animals Pastel drawings, printing, patterns on Easter eggs.	Outer Space pictures Materials, textures.	Sand pictures Paper plate jellyfish Salt dough to create underwater animals – rolling, cutting, add on details. Water pictures, collage.

						Shading by adding black or white, colour mixing for beach huts. Colour mixing – underwater pictures.
Year 1	Exploring colour and drawing. Piet Mondrian - colour Observational drawing of fruits and vegetables. Paul Cezanne			Collage – Megan Coyle Overlapping papers, exploring the shapes.	Sculpture – Nick Mackman Clay animal sculptures. Pinching – simple coiling.	
Year 2	Emotions – using colour and line. Use of music (PHSE)	Sketch book - Ipads (Computing) Creating a book cover.	African Tinga Art to create batik textiles. Colour, pattern, shape. Edward Tinga Tinga Apply applique onto the batik, creating a patchwork blanket.		Drawing - Creating own self portraits. Line, shape, position. Pablo Picasso	Printing – Orla Keily Creating a print design onto a t-shirt/material bag.
Year 3	Andy Goldsworthy – Creating a sculpture, drawing - still life of natural objects, apple, snail shells, looking at spirals, matchsticks sculpture.		Rainforest art – Henri Rousseau – water colours, oil pastel, leaf observation.		Roman mosaics, Antonio Gaudi mosaics in architecture, printing, paper mosaics. Different media.	
Year 4	Printing – repeated pattern based on Ambreen Butt artwork. Colour and relief print (polystyrene)			Collage/Texture – Fred Tomaselli Volcano art (Landscape) Paint	Portraits – Self portraits Tone, shade. King Richard III	
Year 5	Anglo-Saxon inspired Vessels using clay. Coil pots and shaped.	Mixed media (A River by Marc Martin) Using collage, texture, print, pattern.				Landscapes (perspective) Shading (light/dark) Line drawing of landscapes.

						Constable. O'Keefe Hockney, Monet.
Year 6	<p>Mayan Art</p> <p>Children create a Mayan mask for events or death.</p> <p>Paper mache masks with paint/ digital.</p>		<p>Eye Art</p> <p>Children improving sketching and shading techniques.</p> <p>Children create a range of different eyes with different techniques.</p>	.	<p>William Morris</p> <p>Children explore different printing techniques and patterns.</p> <p>Screen Printing</p> <p>Children to create a wallpaper strip in the style of William Morris.</p>	
IMPACT	<p>By the end of their time at Broomfield we want our learners to have a strong sense of what art is and will have acquired the skills, knowledge and processes they have been taught so that they are proficient in drawing, painting, sculpture and other art, craft, and design techniques. Our children will have a broader knowledge of a range of artists, craftspeople, architects and designers and be able to consider and reflect upon this. With the teaching of progressive skills and knowledge, teachers will ensure that our children are always supported and challenged appropriately to enable them to explore, experiment and take risks within their creative work. We want our children to understand and value the creative process and journey taken to create their art, this being as important as the final product. It is important that our learners are able to find enjoyment and express themselves individually and confidently.</p>					
Article	<p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>					