

Art and Design/DT Curriculum Map

Art DT and Musics CurriculumMap

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R/1 A	Self-portraits	Moving Models	Painting Animals – using different thicknesses of brush Book Illustrator: Axel Scheffler	Textiles -Exploring different natural materials/ textures to create a collage of spring.	Cooking and Nutrition - Salads	Printing + Patterns – Dinosaur prints
Year R/1 B	Self-portraits	Wheels and Axles	Draw plants and flowers in a range of scales using a viewfinder Artist: Georgia O'Keefe	Painting and Mixed Media Colour in Nature	Bookmarks	Sculpture
Year 1/2 A	Self -portraits	Making Toys	London Architecture	Use block printing to create a print of the Great Fire of London Artist: Paul Klee	Cooking and nutrition - Wraps	Colour, shape and texture Artist: Henri Matisse
Year 1/2 B	Portraits and Self-Portraits	Wheels and Axles	Draw plants and flowers in a range of scales using a viewfinder Artist: Georgia O'Keefe	Painting and Mixed Media Colour in Nature	Puppets	Sculpture
Year 2/3 A	Self-portraits	Making Toys	London Architecture	Use block printing to create a print of the Great Fire of London Artist: Paul Klee	Cooking and Nutrition - Wraps	Colour, shape and texture Artist: Henri Matisse
Year 2/3 B	Portraits and Self - portraits	Clay houses	Light – sketching and painting	Andy Goldsworthy – art using natural materials	Puppets	Cooking and nutrition - Eating seasonally
Year 3/4 A	Egyptian Art - sketching	Cooking and Nutrition - Biscuits.	Prehistoric painting	Stone Age homes	Printing and patterns Artist: William Morris	Stuffed toys
Year 3/4 B	Monuments in Ancient Rome	Sea Pictures Artist: Katsushika Hokusai – The Great Wave	Light – sketching and painting	Greek Clay pots	Andy Goldsworthy – art using natural materials	Cooking and nutrition – eating seasonally

Art and Design/DT Curriculum Map

Year 4/5 A	Egyptian Art - sketching	Cooking and Nutrition - Biscuits.	Prehistoric painting	Stone Age homes	Printing and Patterns Artist: William Morris	Stuffed toys
Year 4/5 B	Monuments in Ancient Rome	Sea Pictures Artist: Katsushika Hokusai – The Great Wave	Greek Clay pots	Farm to Fork – Healthier recipes	Space-scapes – add materials to paint to add texture	Take One Picture
Year 5/6 A	Anglo Saxon purses	Printmaking	Cooking and Nutrition – Viking Bread	Steady Hand Games	Islamic Art	Mayans to Street art
Year 5/6 B	Drawing WW2 Blitz scenes Artist: Henry Moore	Pop -up Books	Bridges	Farm to Fork – Healthier recipes	Space-scapes – add materials to paint to add texture	Take One Picture
Year 5 2022-23	Anglo Saxon Runes and Houses Self portraits	Cooking and Nutrition – Viking Bread	Printmaking	Space-scapes – add materials to paint to add texture	Islamic Art	Playgrounds
Year 6 2022-2023	WW1 – Silhouettes	Sewing stockings	DT – Farm to fork – Healthier recipes	Steady Hand Games	Islamic Art	Mayans to Street art

Art and Design

Drawing and Sketching
 Patterns and Printing
 Sculpture
 Collage
 Painting and Mixed Media

DT

Food and Nutrition
 Textiles
 Mechanisms and Electrical Systems
 Structures

Art and Design/DT Curriculum Map

Outline Scheme of Learning			
Year R/1		Painting Animals	Focus – Painting and Mixed Media
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing</p>	<p>EYFS</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <ul style="list-style-type: none"> • 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>Y1: Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Use a variety of tools to spread paint</p> <ul style="list-style-type: none"> • Experiment with and use suitable colours to represent object being painted • Know the names of the primary colours and secondary colours 	<p>Y2: Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p>
Lesson sequence:			
Lesson	Learning Objective	Possible Activities	
1.	To explore patterns in nature.	<p>Look through the Safari Pattern Display Photos with the children. Look at each pattern photo and ask the child to guess what animal it is.</p> <p>When the group have identified the animal, have a look at a photo of that animal. Discuss why the animals might be patterned and coloured in the way that they are. Do the children think that the pattern might be to hide the animal or to frighten other animals away?</p> <p>Talk about and name the different patterns that the children can see; spots, stripes, zigzags etc.</p> <p>Suggest that the children try to paint some of the patterns that they have found.</p>	
2.	To use a variety of tools to spread paint.	<p>Show the animal patterns from last sessions.</p> <p>Use large paper, rollers and decorator's paintbrushes to paint patterns on a large scale outdoors.</p> <p>Use smaller resources as an indoor table top activity.</p> <p>Show them how to paint stripes with the brushes or the rollers.</p> <p>Suggest that the children try to paint spots by using the blocks.</p> <p>Encourage children to talk about their pictures as they paint.</p>	

Art and Design/DT Curriculum Map

3	To experiment with different thicknesses of brush.	Look at some Axel Scheffler illustrations in books eg. Monkey Puzzle, The Gruffalo, etc https://www.theguardian.com/books/gallery/2017/sep/07/axel-scheffler-opens-his-sketchbooks-gruffalo-in-pictures Show that he does the outline in black first before adding any colour. Give children a range of materials and black paint to experiment with. Include brushes of different thicknesses and cotton buds, pasta etc. Can they create patterns? Can they draw an animal?
4	Describe and compare features of their own and other's art work.	Explain that Axel Scheffler has been asked to create a new character for a story. It is a bird but is a magical bird not like any bird seen before. Get chn to experiment with pencil and paper before selecting which materials to paint with, thinking about the thickness of the stroke they want and any pattern they want to include. Paint outline and patterns in black on A3 paper. Talk about what they have chosen to paint.
5	To experiment with and use suitable colours to represent object being painted.	Experiment with colour mixing before adding colour to bird painting from previous session. When they are dry, cut out and create a colourful menagerie by hanging up. Add large leaf paintings too.
Links to other curriculum areas:		

Outline Scheme of Learning		
Year R/1	Spring Collage	Focus - Textiles
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

Art and Design/DT Curriculum Map

<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<p>EYFS</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</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>Y1:</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 	<ul style="list-style-type: none"> • 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.
---	---	--	--

Lesson sequence:

Lesson	Learning Objective	Possible Activities
1.	To explore a range of textiles.	Display a variety of fabrics- knitted, types of paper, felt etc Include woven objects and try to include those from other cultures. Discuss the fabrics and their similarities and differences. Provide pictures and books about materials, fabrics, weaving. Show how textiles are used around the world.
	To know the effects of scrunching, folding, tearing, tying, twisting, etc.	Provide a variety of materials – papers, fabrics, plastics, ribbon, wool etc. Ask the children to explore the effects of Scrunching, folding, cutting, pleating, tearing, deconstructing, tying, twisting, plaiting etc. Ask the children to describe the effects eg, soft, spiky, rough
3	To understand how to use paints and dyes to change colours.	Provide a range of materials (as previous week) and ask children to explore the effects of colouring materials with dyes (eg beetroot, red and brown onion skins, elderberries, blackberries) and/or water-based paints.
4	To use spring as inspiration for a creative piece of work.	Go on a spring nature walk or read books/watch videos about spring. Make a list of things that we associate with spring – animals, plants, flowers, weather. Draw some of these images and get children to think about which colours they would use.
5	To use a range of techniques to	Provide materials from previous weeks and ask children to create spring collages using scrunching, folding, twisting etc and using the colours that they think are most appropriate for spring.

Art and Design/DT Curriculum Map

	produce a creative piece of work.	Review and ask children to talk about what they like/dislike about their finished collage.
Links to other curriculum areas:		
Science:		Observe changes across the four seasons
EYFS:		Understanding the world (understand some important processes and changes in the natural world around them, including the seasons and changing states of matter) Physical Development (Fine motor skills)

Outline Scheme of Learning			
Year R/1		Salads	Focus – DT – Food and Nutrition
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.• Plant seeds and care for growing plants.	EYFS <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.• Begin to show accuracy and care when drawing.	Y1: <ul style="list-style-type: none">• Pupils should be taught to:<ul style="list-style-type: none">• use the basic principles of a healthy and varied diet to prepare dishes• Understand where food comes from.	<ol style="list-style-type: none">1. Describing the taste, texture and smell of fruit and vegetables.2. Taste testing food combinations and final products.3. To know that ‘diet’ means the food and drink that a person or animal usually eats.4. To understand what makes a balanced diet.5. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.6. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.7. Slicing food safely using the bridge or claw grip.

Art and Design/DT Curriculum Map

			8. Evaluating which grip was most effective.
Lesson sequence:			
Lesson	Learning Objective	Possible Activities	
2.	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.	
	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. 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.	

Art and Design/DT Curriculum Map

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 1/2 and 2/3	London Architecture	Focus- DT - structures
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

Art and Design/DT Curriculum Map

<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:

Lesson	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 have been selected for purpose.	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.
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.

Art and Design/DT Curriculum Map

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 1/2 and 2/3	Block Printing Artist study: Paul Klee	Focus- Art – Patterns and printmaking/Painting
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

Art and Design/DT Curriculum Map

<ul style="list-style-type: none"> • Explores what happens when they mix colours. • 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. 	<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. 	<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:		
Lesson	Learning Objective	Possible Activities
1.	To learn and recall facts about the artist Paul Klee	Display Paul Klee art around the room with a large piece of paper next to each. Chn go around and add their initial thoughts/questions to the paper. Adult to scribe if necessary. Come back as a class and go through Paul Klee powerpoint. Explain we will be learning about Klee and creating paintings in a Klee style. Give each pair a fact card about Klee (Pair up weaker/stronger readers). Each pair must go and read their fact to another pair, and listen to the other pair's fact and swap cards. Repeat until each pair has read and swapped at least 5 fact cards. Get chn to record the facts they have learnt orally or in sketchbooks.
2.	To identify and mix secondary colours, warm and cool colours.	Check knowledge by seeing which facts they can remember from previous session. Display photos from previous session. Ask chn which colours they can see. Encourage them to be as precise as they can eg if they say blue, what type of blue is it? What are the primary colours? Check understanding of Primary and secondary colours. Explain that Klee taught his students how to mix and balance colours. Chn spend time mixing colours and coming up with names for them, recording in sketchbooks. Provide colour charts for ideas but encourage chn to create their own. Show them how to mix using only a small amount of paint and then share the new colour they have made with the rest of the chn on their table (they may give it a different name though). Which are warm colours? Why? Which are cool colours? Why?

Art and Design/DT Curriculum Map

3	To know that a tint can be made by adding white to a colour and a shade can be made by adding black to a colour.	Experiment with colour by adding white to create a lighter tint and black for a darker shade. Use the powerpoint to explain about tints. In choose a start colour and then add white to create a tints painting. Chn work in pairs to save paint but create own tint picture in sketchbooks.
4	To know how to select and choose colours for effect.	Display 'Castle and Sun' painting on board. What shapes can chn see? What colours? Talk about warm and cool colours? Then Display 'Fire in the Evening' and 'Chaos – The Great Fire of London'. Explain this is inspired by Klee, not painted by him. Tell the children they are going to use block printing to create a picture inspired by the fire of London using printing too. Give them craft foam shapes to stick to wood/thick card or polystyrene blocks to experiment with. Then in sketchbooks, chn sketch their design for the next session, thinking about the shapes they will use and use of warm/cool colours.
5	To print using a block print.	Children select their shapes and mix their colours. Then using their sketch from the previous session create a Klee-style painting based on the Fire of London. Remind chn of how they could represent that chaos, e.g. through colour, patterns and size of blocks Ask chn to think about fire and how it moves. How could they show that in their painting? Use ipads to take pictures of finished pieces to stick in sketchbook. Evaluate and write a sentence or 2 about their finished piece using the slide as a prompt.
Links to other curriculum areas:		
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 1/2 and 2/3	Wraps	Focus- DT – food and nutrition
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

Art and Design/DT Curriculum Map

<ul style="list-style-type: none"> • Describing appearance, smell and taste. • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	<ul style="list-style-type: none"> • Pupils should be taught to: • Understand where food comes from • Explore and evaluate a range of existing products • Use the basic principles of a healthy and varied diet to prepare dishes. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe. • Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet) • Describing the impact of the budget on the selection of ingredients. • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities

Art and Design/DT Curriculum Map

1.	To know what makes a balanced diet	Look at the Eatwell plate and play the interactive activity at https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/eat-well-5-7-years/ (scroll to the bottom). Draw a plate and do the sorting activity (resources) or design own healthy meal.
2.	To taste test food combinations	Provide potential ingredients for a wrap and set up a tasting session for children to taste small quantities of food and use their senses to describe record their thoughts. Example ingredients – grated carrot, cheese, lettuce, tomatoes, tuna, ham, spreads, cucumber, hard-boiled egg, peppers, chicken, sweetcorn, hummus,
3	To design a healthy wrap based on a food combination which work well together	Children draw and label a wrap they would like to make. Who is it for? Themselves or someone at home? It should contain 2-3 fillings. Encourage them to think about texture. How crunchy will it be? How will you make sure it isn't too soggy? Is it going to contribute to a balanced diet?
4	To slice food safely using the bridge or claw grip.	Watch videos at https://www.foodafactoflife.org.uk/5-7-years/cooking-5-7-years/cooking-videos-5-7-years/ to learn how to grate and chop safely. A group at a time, create their wrap, following their design from the previous session. Take a photo of the finished product. Allow the them to taste half and take the other half home.
5	To evaluate my finished product. (as soon after session 4 as possible)	What words would you use to describe your finished wrap? Use the word bank to help you.
Links to other curriculum areas:		
Science		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Art and Design/DT Curriculum Map

Outline Scheme of Learning		
Year 3/4	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>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To apply understanding of prehistoric man made art	<p>Allow the children time to absorb the details and complexity of the images. Discuss them as a class or in small groups.</p> <p>Encourage the children to highlight details that interest them: name the animals depicted and describe the patterns, colours and textures in the images. Tell the children that these paintings were produced approximately 17,000 years ago before there were any houses, buildings, roads, cars, electricity or schools. These are pictures of huge paintings on the walls of caves. Caves are dark, so the artists would have needed oil lamps made from stone and animal fat. To the people of this time, wild animals were their primary source of food and were very important to them.</p> <p>Ask: 'If you wanted to show people in 5,000 years time your favourite animals native to Britain, what would you draw?' Hand out copies of</p> <p>Activity: <i>Line drawings of animals</i>. Ask the children to choose two or three animals that they would like to show people in the future. Model how to pick out the key geometric shapes from the photographs and line drawings to map out the animal's relative size and shape.</p>

Art and Design/DT Curriculum Map

		<p>Get them to draw a picture of their favourite animal in their sketchbooks, trying to replicate the prehistoric style. Children should lightly map out their sketch first to get the proportions right, then go over the main outline in a darker pencil line.</p> <p>The children then add colour to their favourite animal using pencil or crayon, in colours appropriate to prehistory (i.e. earthy tones).</p> <p>After the animal is drawn in rough form, ask pupils to look at each other's work and suggest ways in which it might be improved, such as: adding more detail, correcting some shapes, adding fur, colour or pattern. Look at the final images as a class and discuss their favourites, encouraging the children to explain what they like about them.</p>
2.	To understand scale to enlarge drawings in a different medium	<p>Remind the class of the images in the <i>Presentation: Prehistoric art</i> from lesson 1, explaining that many of these were drawn with charcoal. Tell children how we make charcoal in the same way even today (pieces of willow branches baked and fired in a kiln).</p> <p>Explain that they will be scaling up their sketches from Lesson 1 and that this means everything within their drawings will get proportionally larger.</p> <p>Demonstrate how to scale up their drawings by identifying the basic shapes within it. (see notes) Remind them to keep their drawings in the style of prehistoric artists, with simple, bold lines and shapes.</p>
3	To explore how natural products produce pigments to make different colours	<p>Art Y3 Prehistoric Art - Prehistoric Palette (free)</p> <p>Recap the colours used in prehistoric art and why the colours are limited. Take the children outside to look at different colours found in nature, or collect some items yourself before the lesson. Ask them to find things they could draw or paint with (green leaves, mud, twigs, grass, petals from flowers, fruit). Back in the classroom, children experiment with the natural objects they found, using them to make marks with white paper and discussing in groups which work well and which don't. Next, they are going to make their own paint from natural products. (see notes)</p>
4	To select and apply a range of painting techniques	<p>Explain to the children that they will create a cave style painting of an animal using natural coloured paints on a textured surface. Demonstrate how to do this, making different shades and tints by adding a tiny amount of another colour or water.</p> <p>Hand out the children's work from previous lessons in the unit and explain that they are going to be painting the animal they sketched in Lessons 1 and 2, using the colour skills from Lesson 3. (see notes)</p> <p>Could you do this in the dark, working only to the light of a small candle?</p> <p>It's exhibition time! Lay the children's paintings out on the floor, reminding them to be careful not to step on anyone else's work, then gather round to discuss them as a class, asking:</p> <ul style="list-style-type: none"> • What did you enjoy or not enjoy about this? • How is the work is similar/different to the real cave paintings? • Are the colours accurate?
5	To apply painting skills when creating a collaborative artwork	<p>You could turn the tables on their sides and wrap in brown paper/wall paper to create caves. Children can paint by candlelight (battery operated tealights).</p> <p>Use the link: 'GoogleArts and Culture: The drawings of the Chauvet cave', clicking through to pages 10-13 to show the children the painted hands and how they were made. Explain that they will be creating a class version of this.</p> <p>Explain that scientists have found that many of these hands belonged to women and some to children.</p> <p>There are two types of hand images, both demonstrated on the link:</p> <ul style="list-style-type: none"> • Negative – where the artist paints around the hand.

Art and Design/DT Curriculum Map

	<ul style="list-style-type: none"> Positive – where the hand is dipped in paint and applied <p>Model how the children can create both negative and positive hand images.</p> <p>Positive > place your hand into a tray of child safe paint, scraping off any excess as needed, then firmly pressing onto the paper, taking care not to move it around.</p> <p>Negative > show them how to paint carefully around their hand, dragging the brushstrokes outwards so that it is not just a thick line.</p> <p>Get pupils to recreate the natural colours they made in <i>lessons 3 and 4</i> and then start creating their handprints.</p> <p>Alternatively, they could use vibrant colours for a modern take on the cave art. Assemble the pieces of art to create one huge work of art.</p> <p>Ask the children to point out the handprints that came out most clearly. As a class, discuss what they enjoyed the most or found the most difficult about working together on this. Finally, ask them to suggest where they could proudly display this joint work of art.</p>
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

Outline Scheme of Learning		
Year 3/4 A	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. 	<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>	<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.

Art and Design/DT Curriculum Map

<ul style="list-style-type: none"> • 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. 	<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 	<ul style="list-style-type: none"> • 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.
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 .	<p>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.</p> <p>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.</p>
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.

Art and Design/DT Curriculum Map

3.	To design a free-standing structure, selecting materials to create a desired effect.	<p>Tell children 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.</p> <p>Tell children they will have access to</p> <p>Strong card</p> <ul style="list-style-type: none"> • Sticks • Leaves • String • Other natural materials. <p>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)</p> <p>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.</p>
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.	<p>Make any final adjustments to models, add details etc.</p> <p>Allow time to look at each others models and add feedback using post-it notes. Take photos for sketchbooks.</p> <p>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?</p>
Links to other curriculum areas:		
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

Outline Scheme of Learning		
Year 3/4 A		Focus- Patterns and Printing Artist Focus: William Morris
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

Art and Design/DT Curriculum Map

<ul style="list-style-type: none"> To know that a pattern is a design in which shapes, colours or lines are repeated. This unit is an extension of the relief printing skills they learnt in year 1 and 2. 	<p>Pupils should be taught:</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 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 painting with a range of materials for example, pencils and paint About great artists, architects and designers in history 	<ul style="list-style-type: none"> To know that artists create pattern to add expressive detail to art works. To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition
1.	To understand William Morris was a Victorian designer.	<p>Show photograph of William Morris. Ask children if they know anything about him already? Tell children that Morris said: "Have nothing in your houses that you do not know to be useful or believe to be beautiful". Ask children to say what they think of this quote.</p> <p>Go over definitions for the words which appear in the Vocabulary, in particular, for designer and decorative arts.</p> <p>Ask: What kind of object can you think of which falls into the definition of "decorative arts"?</p> <p>Show children a picture of The Morris Room at the Victoria and Albert Museum. Morris designed the entire room. Ask: What can you see that Morris has designed? (Lights, wallpaper, decorated furniture, wall painting and panelling, stained glass.)</p> <p>Show children different designs by Morris for furnishing fabric, carpets, woven wall hangings, wallpaper, stained-glass windows and books Point out that Morris was particularly famous for his textile designs – go over definition of textiles. Ask: What do you notice about Morris' designs?</p> <p>Give children small copies of 2 Morris wallpaper designs to stick in their books. Ask them to annotate the pictures with words to say what they notice about the different designs. Explain that Morris used, as inspiration plants and flowers from English gardens and hedgerows. Point out how the patterns repeat and are densely formed.</p>
2.	To create a design for printing	<p>Task: Explain that Morris made his wallpaper by printing and that the children will be making their own designs like his to print on polystyrene tiles. Give the children photographs of flowers from the English countryside e.g. thistle, bluebell, forget-me-not, primrose, honeysuckle, iris, as well as various Morris wallpaper designs (see resources). The children should start to make their own designs using these. Provide polystyrene blocks around 20x20cm then follow these instructions:</p> <ul style="list-style-type: none"> Draw around a block and put your design inside the shape you have drawn.

Art and Design/DT Curriculum Map

		<ul style="list-style-type: none"> • Use single lines for your design. • Fill the space. Perhaps have one central flower with some leaves around it. Or use more flowers depending on your preference. • You can add some lines for texture and patterns on the leaves or flowers
3.	To understand how William Morris' wallpapers were printed.	<p>Review learning from last lesson. Ask: Morris was a modern designer, fashion designer, or Victorian designer? (Victorian designer.) Morris was known for his fabric designs which show English flowers, African animals or cars? (English flowers.) Recap vocabulary.</p> <p>Ask children to look at the comments they wrote in lesson 1 in their sketchbooks. What did you say about William Morris' designs? How do you think Morris' wallpaper was made? Why wouldn't it be easy to paint it? (Because wallpaper covers a large area and this would be an inefficient way to produce it.) Explain that Morris' wallpaper was made by woodblock printing.</p> <p>Teach: Show the children this video which shows how Morris' wallpaper was made https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design video appears at the bottom of this webpage). Explain that this method is block printing. Go over definition for block printing. Ask children to answer these questions in pairs:</p> <ul style="list-style-type: none"> • How many blocks were used? • How many colours were used? • How does the printer line up the block on each section of the wallpaper? • Roughly how long does it take to print the wallpaper? • Is the printing done by hand or by machine? <p>Task: Children to finish their design which they started last lesson and then trace this onto tracing paper.</p>
4.	To transfer my design onto my polytile.	<p>Review learning from last lesson and recap vocabulary. Explain that Morris decorated his own houses. Show a picture of The Red House in Bexleyheath, London (see re-sources). Explain that Morris built this house with his friends, decorated it and lived in it with his wife and children. It now be-longs to the National Trust and you can visit it. For information about the Red House see https://www.nationaltrust.org.uk/red-house</p> <p>Show the children a picture of Morris' shop where he sold his designs from in Oxford Street, London (see resources). Explain that he had his own company which produced wallpaper, carpets/rugs, woven fabrics and printed fabrics.</p> <p>Task: In this lesson the children will transfer their design from tracing paper onto their polytile. They should tape the tracing paper on top of the tile and with a biro push holes through the paper, into the tile following the lines of their pattern. They should then remove the tracing paper and join up the lines to reveal their design. They should ensure that the lines are deep enough so that they can feel them with their finger – this will ensure a clear print of their design when they come</p>

Art and Design/DT Curriculum Map

5.	To print my polytile design.	<p>Remind the children that Morris sold, amongst other things, woven fabrics, printed fabrics, wallpaper and rugs/carpets from his shop in Oxford Street. Explain that these things were considered to be part of the decorative arts.</p> <p>Show the children a picture of a Victorian factory (see resources). Ask: What does this photograph tell you about Victorian Britain? (That there were lots of large factories where many people worked and machines were used to make things, industrialization had taken place, there was pollution and often not good conditions for workers.) Next show the children a picture of a wallpaper roller printing machine next to a photograph of block hand-printing (see resources). Ask: How do the photos show different ways of producing wallpaper? (Explain the first picture shows a roller machine and the second picture shows someone using a woodblock, printing wallpaper by hand.)</p> <p>Explain that Morris rejected the roller method of printing wallpaper which had been increasingly used in Victorian times to make production quicker and cheaper in favour of hand printing using woodblocks. Using his company Morris and Co he wanted to use the medieval style of producing products by hand in small workshops rather than in large factories. He thought it was better for people to see the connection between what they did and the product that they produced.</p> <p>Show the children this video from 0.17-2.30 mins which shows reduction printing – explain that this will be the method of printing that the children will use for their print https://www.youtube.com/watch?v=RTGiAtMgBK0&t=117s</p> <p>Go over definition for reduction printing. Ask the children: How is reduction printing different to block printing? (Block printing uses multiple printing blocks whilst reduction printing uses one block which is reduced in design or size each time it is printed.)</p> <p>Task: Explain that the children will finish off their polytile blocks in this lesson and start to print. If they haven't finished their block they should be careful to push holes through the tracing paper onto the block to match their design and join up the dots to make lines on their block with a biro. They should make sure they can feel the lines on the block, not just see them, so the lines are deep enough to show up when printing, but they should be careful not to push so hard as to break the tile.</p> <p>Once their tile is finished they need to print it 6 times, each print next to each other, in 2 lines of 3 using a light colour e.g. yellow or light blue on white newsprint paper. To make a clear print they should roller an even layer on the tile with a roller. This first print should be in a light colour so that subsequent prints on top in the next lesson can get darker.</p>
6.	To show what I know about William Morris and his work.	<p>Review learning from last lesson. Ask: Did Morris want to make products from his designs using large machinery or traditional handmade methods in small workshops? (Small workshops.) What period in history was Morris influenced by? (The medieval period.)</p> <p>Task: Remind the children that they are doing reduction printing. Revise what this means by using the Knowledge Organiser definition. Explain that in this lesson they will print the next layer of their print following the instructions below:</p> <ol style="list-style-type: none"> 1. Remove a part of your polystyrene printing block using scissors or by pressing down hard with a pen to cut it. 2. You could remove any part you like - you will be printing what is left. 3. Using a colour which is darker, print your reduced block over what you printed last lesson. 4. Be sure to line up your block on the correct place in the pattern.

Art and Design/DT Curriculum Map

		Self-reflection: Children to review each other's prints as well as their own. Give prompts such as use of colour, neatness, accuracy of printing, William Morris style etc.
Links to other curriculum areas:		
History:		

Outline Scheme of Learning		
Year 5 2022-2023	Printmaking	Focus- Patterns and Printing Artists: Hogarth, Andy Warhol, Hokusai, Rembrandt
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage

Art and Design/DT Curriculum Map

<p>Key stage 1</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p> <p>Children will already be familiar with the work of Hokusai from studying The Great Wave in the unit in year 3 and with the process of Block Printing.</p>	<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. 	<p>Develop:</p> <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>Lesson sequence:</p>		
Lesson	Learning Objective	Possible Activities
1.	To understand that printing is an indirect art that can produce many copies	<p>Show a picture of a potato print and the potato used to make it. Go over definitions for <i>printmaking</i> and <i>indirect</i> in Knowledge Organiser. Show children 3 different images of a metal printing plate, wooden printing block and screen-printing screen (see resources) and explain these are all used to print in different ways. <i>How is printing an indirect form of art?</i></p> <p>Show the children the first print in Hogarth's series of prints, Children to stick a small version of the picture in their books and annotate with what they see, know and guess in bullet points around the picture.</p> <p>Go over definitions for edition and monoprint. Explain these are opposites. Explain the facts about Hogarth and <i>Industry and Idleness</i> (see resources)</p> <p>Task: Explain that today the children will create a monoprint – which is the opposite of an edition. They will be making a print of the inside of an orange using different marks to show the textures inside. Follow the instructions for making a monoprint –</p>
2.	To understand how a screen-print is made	<p>Show the children 3 different types of printing, relief, intaglio and screen-printing in photos showing a plate/block/screen and corresponding print in each case (see resources). Ask: How have the lines/patterns been made? Explain:</p> <p>Explain that today we will look at the process of screen-printing, next session relief printing and the session after that, intaglio printing.</p> <p>Show children 3 screen prints of the <i>Pine Barrens Tree Frog</i>, 1983 by Warhol (see resources). Ask: What do you notice? (The three frogs are the same design but in different colours. The colours do not vary in tone.) Explain that the 3 prints are made by screen-printing.</p> <p>Tell the children that Warhol made many of his works of art by screen printing. Show images of Marilyn Monroe and Coke bottles (see resources). These are made by screen printing. Explain that Warhol was interested in celebrities and made pictures of them, like the famous actress Marilyn Monroe and used screen printing to present multiple copies of the same photographic design in different colours. He was also one of the originators of the 'pop art' movement (meaning 'popular art'). Explain he wanted art to be about everyday life, rather than about myths, legends or historical events as commonly seen in galleries. The repeated images of coke bottles, made by screen-printing, is an example of this.</p>

Art and Design/DT Curriculum Map

		<p>Show pictures of the materials needed (a frame containing a 'screen', a squeegee which is used to pull the paint down the screen and a stencil – see resources.) Explain that in this lesson the children will make the stencil for their screen-print.</p> <p>Task: Demonstrate making a stencil. This should be made out of fairly thick A4 cartridge paper (or the size of the screen-printing frames available) to ensure that the stencil does not rip once covered in ink. Children can either draw their design first, or make a design by cutting out a pattern on folded paper (e.g. a snowflake design – see resources for an image on how to cut a snowflake). They should ensure that the design is large and simple, for example a tree shape.</p>
3 and 4	To understand how a relief print is made	<p>Show children image of relief print and wood block along with diagram showing how a relief print is made. (see resources) Ask: How have the lines been made? Explain relief printing is when lines are carved into a printing block and ink covers the raised parts of the block. When the ink is transferred to paper the lines appear in the position where the lines were carved in the block as the white (or other colour) of the paper. Explain a printing block is often made of wood (a wood cut or engraving) or lino (a linocut). Go over definitions for these in the Knowledge Organiser. If possible, show the children a carved wooden printing block or carved lino. <i>How is a relief print made?</i></p> <p>Show children Hokusai's woodcut, <i>The Great Wave (1831)</i> (see resources).</p> <p>The children may remember information about this print from when they were in Poplars. Ask: What do you remember? What does this print show? How many colours can you see? How do you think Hokusai created a print with more than one colour?</p> <p>Tell the children the information about <i>The Great Wave</i>:</p> <p>Task: Explain that today the children will use their stencils made in the last lesson and make a screen-print. Show children pictures which show the equipment and screen-printing process (see resources). At first point out the screen, stencil and squeegee to the children. Then using the pictures demonstrate how to print following the instructions below:</p> <ul style="list-style-type: none"> • Make a sandwich: Paper at the bottom, then stencil, then screen. • Spoon on ink at the top. • Drag the ink down with a squeegee, keep dragging the ink up and down until the paper underneath is covered with ink (this should take 2-3 drags).
5.	To understand how an intaglio print is made	<p>Show children photograph of woodblock and print and diagram showing how a relief print is made, used last lesson. Ask: How have the lines been made? Show children an image of a metal plate used for intaglio printing and corresponding print and diagram showing how an intaglio print is made (see resources). Ask: How do you think the lines in the print have been made?</p> <p>Teach: Explain Intaglio printing (resources)</p> <p>Show children photographs of the 3 stages of intaglio printing (see resources) and explain.</p> <p>Show children two self-portraits done with both drypoint and etching by Rembrandt (c. 1603) (see resources). Ask: What can you say about the expressions in these portraits? Explain that Rembrandt was a master printmaker as well as a painter. He made many intaglio self-portraits observing his different expressions in a mirror. Ask: How has Rembrandt created tone? Point out that he has done this by using lots of lines i.e. cross-hatching. <i>What can you say about Rembrandt self-portraits?</i></p> <p>Task: Explain that the children will add collage in tissue paper to their dry screen-print. They should carefully think about how the colours of the paper complement the colour they already have on the paper and not use more than 3 colours of paper. They can try layering paper on top of each other and on top of the coloured areas of their print to see what effect this has. They may like to try both ripping and cutting the tissue paper.</p>
6.	To show what I know about printmaking	<p>Task: In this lesson the children will finish their screen-prints/collage if not already completed.</p> <p>Children to look at their prints and write answers to the following questions:</p> <p>What is successful about my print?</p> <p>What would I do differently next time?</p> <p>Carefully model how answers to these questions should be specific e.g. I think my print is successful because..... Next time I would try to use.....</p>

Links to other curriculum areas:

Art and Design/DT Curriculum Map

--	--

Outline Scheme of Learning		
Year 5 2022-2023	Spacescapes	Focus- Painting and mixed media Artists: John Bramblitt, Jackson Pollock, Claude Monet, Van Gogh
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
Key stage 1 <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> 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.	Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> 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] <input type="checkbox"/> about great artists, architects and designers in history.	Develop: 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.
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
2.	To know that texture is the surface quality of a piece of work.	Ask children what the word texture means. Explain that Texture refers to how something feels, including its appearance and consistency . Glass, wood, rock and sand all have different textures, while words that we use to describe texture include things like rough, smooth, soft and glossy. Texture in art concerns the surface quality of a piece of work. Read the Jackson Pollock fact sheet and chn write down 3 facts about his painting style. Allow chn to try drip, painting and splattering (outside? On flattened cardboard boxes?) building up the layers. This is one way of creating texture. Take photos for sketchbooks. Explain that children will be creating spacescapes using a range of textures.
3.	To know that impasto is a painting	Impasto is a technique used in painting , where paint is laid on an area of the surface thickly, ^[1] usually thick enough that the brush or painting-knife strokes are visible. Paint can also be mixed right on the canvas. When dry, impasto provides texture; the paint appears to be coming out of the canvas.,

Art and Design/DT Curriculum Map

	technique that provides texture.	<p>This technique was used by Van Gogh and Claude Monet. Look at examples of their use of impasto. (resources)</p> <p>Practise the technique in sketchbooks.</p> <ol style="list-style-type: none"> 4. Select two colours (complementary work best, or a shade and a tint.) 5. On your palette have an area for PVA glue, an area for one colour and a separate area for the other colour 6. Use your thick brush to scoop up as much of the first colour as possible 7. Scoop up as much of the second colour as possible without brushing onto the paper 8. Then brush both colours onto the paper <p>This is a relatively simple technique but can easily go wrong if you mix the paint on the paper too much. You should be able to see the brush strokes, and create a marbled effect with the two contrasting colours. As a challenge, see if some pupils can create tone or use more than two colours without the paint looking messy.</p>
	To explore the effect on paint of adding different materials.	<p>Explain that we are going to try a different way of creating texture.</p> <p>Watch video about blind artist John Bramblitt https://www.youtube.com/watch?v=wnVIY9zt2w0</p> <p>He learned to distinguish between different coloured paints by feeling their textures with his fingers. He taught himself how to paint using raised lines to help him find his way around the canvas, and through something called haptic visualization, which enables him to "see" his subjects through touch.</p> <p>Experiment with a range of materials added to paint eg. Sand, glue, sawdust, small bits of tissue, oats, soil, crushed cereal etc. They only need one colour each – the importance is the texture created, not the colour today.</p> <p>Apply a small amount of each textured paint created in the sketchbook. Record what they like or don't like about each one. How easy is it to apply to the paper? Does it dry well? What would it be good for painting? Which colour might you use it with?</p>
	To use paint, colour and brush techniques to create texture in a space-scape.	<p>In Sketchbooks, children plan their space-scapes, sketching their chosen planets, thinking about sizes, and making notes on the technique they will use for each one and the background.</p> <p>Examples - https://www.netherkellet.lancs.sch.uk/2021/04/22/planets-and-space-collage/</p> <p>Provide children with back paper for the background and white for the planets. Children use their combination of splattering, impasto and textured paint to create their spacescapes.</p>
5.	To evaluate finished pieces.	<p>Assemble space-scapes, by gluing the planets onto the background. Remind children to refer to their plan. Take photos of finished pieces to stick into sketchbooks.</p> <p>Evaluate in sketchbooks, making sure children comment on the specific techniques used and how they have created texture.</p>
Links to other curriculum areas:		
Science	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system; describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies	

Outline Scheme of Learning		
Year 5 2022-2023	Islamic Art	Focus- Sculpture

Art and Design/DT Curriculum Map

Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> Establish prior knowledge Islam and Islamic art and architecture – <i>What is Islam? What is a Muslim? What do you know about Islam/Muslims? What does architecture mean? What do you know about Islamic art/architecture?</i> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. 	<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. 	<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 work which takes account of context and intention
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To know that Islamic art and architecture relates to the religion of Islam or the Islamic world.	<p>Read through vocabulary. In particular point out that Islamic art/architecture means art or architecture that relates to the religion of Islam or the Islamic world. This means that the art/architecture does not need to have a religious significance but can be Islamic in style.</p> <p>Show children pictures of the outside of The Dome of the Rock. Ask them to describe to their partner, in detail what they can see. Show children a map of the world showing the position of Jerusalem, the outside of the Dome of the Rock and</p>

Art and Design/DT Curriculum Map

		<p>the interior view showing the rock (see resources). Go over details about the shrine as detailed in teacher knowledge above.</p> <p>Explain to the children that the decoration of The Dome of the Rock shows key features of Islamic art/design – geometric patterns, vegetal patterns and calligraphy. Go over the meaning of these terms and point out examples shown in the decorated sections of the building (see resources).</p> <p>Task: Explain to the children that over the next few lessons they will be drawing, and painting with inks a geometric design in an Islamic style. They will follow specific instructions using compasses and a ruler. Today they will draw one box of the design and then extend the design next lesson so it fills 4 boxes. See resources for instructions for drawing a star. Their paper should be folded in 4 to provide 4 square boxes in which to do their designs. They should use a coloured pencil to draw the star pattern without the construction lines.</p> <p>Ask the children to review: What can you tell me about The Dome of the Rock? How does The Dome of the Rock show Islamic style? What makes a pattern geometric? Describe how you drew your geometric design.</p>
2.	To understand that Islamic art uses calligraphy, geometric and vegetal patterns	<p>Show children pictures of the Dome of the Rock looked at last lesson. What can you tell me about this building? Show children pictures of calligraphy from Dome of the Rock and the Alhambra (see resources). Ask</p> <p>What can you see?</p> <ul style="list-style-type: none"> • Where do the words come from? (The Quran) • What do the words say (Alhambra example: There is no victor but God) • What are they made from (tile and plasterwork). <p>Briefly explain that calligraphy (go over definition) is an important part of Islamic art and will show words from the Quran. Plasterwork and tilework are common in Islamic art.</p> <p>Show children pictures of vegetal patterns from The Dome of the Rock (see resources). Ask:</p> <ul style="list-style-type: none"> • What can you see? • What are these patterns made from (mosaics)? <p>Briefly explain that vegetal patterns (go over definition) are common in Islamic art and in the Dome of the Rock are made from mosaics.</p> <p>Show children pictures of geometric patterns from The Dome of the Rock and the Alhambra (see resources). Ask:</p> <ul style="list-style-type: none"> • What can you see? • What are these patterns made from? (tilework) <p>How are they symmetrical? (Remind the children of the meaning of this word)</p> <p>Briefly explain that geometric patterns (go over definition) are common in Islamic art. Explain that Geometric designs in Islamic art are often built on combinations of repeated squares and circles, which may be overlapped and interlaced, to form intricate and complex patterns. They are supposed to indicate eternity, because they go on and on.</p>

Art and Design/DT Curriculum Map

		<p>Task: In this lesson the children will complete the pencil drawing of their geometric designs by extending it to fill all four boxes on their paper. They should use a coloured pencil to draw the star pattern without the construction lines. They can then elaborate their design, keeping it the same in each box with simple additions e.g. curves, circles etc. They should make sure that their elaborations are symmetrical.</p> <p>Ask the children to consider: What can you tell me about Islamic design? What is calligraphy/ a geometric/vegetal pattern? How have you drawn your pattern?</p>
3.	To know common features of Islamic architecture	<p>Show children examples of Islamic designs which are vegetal, geometric and calligraphy (see resources). Ask them to match these words to the designs.</p> <p>Show children pictures of the exterior of the Hagia Sofia, the Dome of the Rock, the Alhambra (specifically The Court of the Lions) and the Taj Mahal. Ask: What is similar about these buildings? Clarify where each building is in the world (Istanbul, Jerusalem, Spain and India). Explain that these buildings are different types of buildings: ask the children to match the words to the buildings – mosque, palace, tomb. Establish any prior knowledge. Explain that the Dome of the Rock is a very holy building but not a mosque and the Hagia Sofia was originally a church, then a mosque but is now a museum. The Taj Mahal is a tomb which includes a mosque and gardens. The Alhambra is a palace.</p> <p>Show the four buildings again and ask the children to match the words to the pictures: dome, minaret, courtyard. Explain these are features of Islamic architectures – elements of architecture which are commonly seen in Islamic architecture. Ask what the features are for:</p> <ul style="list-style-type: none"> • Dome – provides a large interior space, which is often highly decorated. • Minaret – tall tower next to a mosque from which a person sings the call to prayer five times a day. • Courtyard – an enclosed, outside space, often with a fountain in the middle providing space to sit, relax and contemplate. In the Alhambra these are places where people could get away from the intense heat of the day. <p>Explain to the children that Islamic architecture is often called “architecture of the veil” – see above for explanation. What does “architecture of the veil” mean?</p> <p>Show the children images from the Alhambra of two types of arches and muqarnas (see resources). Ask them to compare the different shapes of the arches – how are they different? One type is a horseshoe arch (a simple curve) the other is pointed. Explain to them that muqarnas are a way of decorating the inside of an arch or a dome with 3d sculptural patterns. They are often referred to as making a pattern like a honeycomb. What different types of buildings have we looked at and what are they for? Name and describe two different features of Islamic architecture.</p> <p>Task: In this session the children will paint their elaborated geometric design with inks. Inks provide vivid colours. Explain that they should use 3 colours, so that the design does not become too complicated. The children should ensure that they add colour in the pattern in a symmetrical way. They should use a medium size brush in larger areas and a smaller</p>

Art and Design/DT Curriculum Map

		<p>brush in small areas and focus on using smooth accurate brushstrokes. They should aim to use the same colour patterns in each square they have drawn to ensure that the design has the feel of continuing, and interlocking.</p> <p>Ask: Explain how you have created your geometric design. What do you like about it? What would you do differently next time?</p>
4.	To understand the Alhambra shows features of Islamic art and architecture.	<p>Prior learning: Ask the children to match the words to pictures. Show pictures of the Dome of the Rock, Hagia Sofia, Taj Mahal and Alhambra (see resources and Knowledge Organiser). Have these words on whiteboard - Mosque, Palace, Minaret, Tomb, Dome, Courtyard – children to match words to the pictures to show their understanding from last lesson.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Show the children a picture of the Alhambra showing that it is made up of various different buildings on top of a hill in front of mountains (see resources). Show a map showing where it is within Spain. Explain that the Alhambra contains a fortress, palaces and gardens. Explain that the Alhambra is most famous for the Nasrid Palaces built in the 1300s, named after the last Muslim dynasty in Spain. It is renowned for its intricate and highly decorated rooms and beautiful gardens. It is an example of “architecture of the veil” - focus is on the detail and decoration on the inside of the buildings.</p> <p>Show children pictures of the Court of the Lions, arches and muqarnas from the Alhambra (see resources). Explain that the Court of the Lions is the most famous part of the Nasrid Palaces. In the middle of it is a fountain made of 12 marble lions. Children to match the words to the pictures: courtyard, arch, muqarnas, fountain. What features of Islamic architecture can you see?</p> <p>Next show children the interior decoration of part of the Nasrid palaces (see resources). Ask children What features of Islamic art/design can you see? (geometric design and calligraphy). Explain that there are also examples in the Alhambra of Vegetal design. What are the designs made from? (plasterwork and tilework).</p> <p>Task: Part of the art in the Alhambra is the decorated, geometric tilework which often covers the bottom half of the walls. In this lesson the children will start making a tile of their own. Provide them with a 6-pointed star template roughly 20cm wide. They should roll a slab of clay roughly 1.5cm deep, using wooden batons either side of the clay to guide the thickness. They should place their paper template on top of the clay and use a ruler and a knife to cut out the shape neatly. The rolling and cutting should be done on a wooden board and then a plastic bag placed around the board and clay so that the clay remains moist to work on in the next lesson. New Clay should be used – this is air drying clay (as opposed to kiln fired clay) which can be moistened and worked on at a later date.</p>
5.	To understand the Taj Mahal shows features of Islamic art and architecture.	<p>Show the children a picture of the front of the Taj Mahal (see resources). This is such a famous building that some children may already have some prior knowledge about it, and it has briefly been discussed in lesson 3. Looking at the picture ask them:</p> <p>What can you see?</p> <p>What do you know about it?</p>

Art and Design/DT Curriculum Map

		<p>What can you guess about it?</p> <p>Show the children the picture of the Taj Mahal again and ask: What features of Islamic architecture can you spot? Go over the information in teacher knowledge above, in particular, pointing out the architectural features. Go over the meaning of mausoleum.</p> <p>Show the children examples of decoration on the interior and exterior of the Taj Mahal (see resources). Ask: What can you see? What features of Islamic art/design can you spot? Point out that in one picture you can see geometric tilework, surrounded by vegetal patterns, also made from tiles. In the other picture you can see vegetal designs and calligraphy inlaid into the marble.</p> <p>Task: Today the children will start adding detail to their tiles by carving patterns or adding clay. They first need to add small amounts of water to the top of the clay to make sure it is soft enough to work. They will need to make sure that if they add clay they cross hatch the surface of where they are adding it to and slightly dampen it, to make sure that it sticks. Children should keep their designs symmetrical and may choose to follow patterns which they created in their painted designs during lessons 1-3. Children may choose to use vegetal-type patterns and/or geometric shapes. Show examples of Islamic tile design for inspiration.</p> <p>Ask: What can you tell me about the Taj Mahal? What designs have you used to decorate your tile? How have you added the patterns to your tile?</p>
6	To understand Begum's work is influenced by Islamic art and architecture	<p>Show children Painting No. 680 by Rana Begum. Ask them to write bullet points around a small picture of the painting stuck into their books and ask them to say what they see, know and guess.</p> <p>Go over information about Begum in resources.</p> <p>Ask children: How can you see that Begum is influenced by Islamic art from this painting? (It is made up of geometric patterns within small panels that are repeated again and again, rather like Islamic tiles). Ask children: How is the painting different from traditional Islamic art?</p> <p>Task: In this lesson the children will paint their tiles with 3 colours. They should pick appropriate colours using tiles shown in resources as a guide. Their colours should be symmetrical within the patterns they have created. They should concentrate on mixing their colours thoroughly in the palette and using smooth accurate brushstrokes. Once the paint has dried they should cover their tile with mod podge to glaze it.</p> <p>Self-reflection: Children to look at their tiles and write answers to the following questions:</p> <p>What do I like?</p> <p>What would I do differently next time?</p>
Religion and World Views		Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.

Art and Design/DT Curriculum Map

	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs.
--	---

Outline Scheme of Learning		
Year 6 2022-2023	Farm to Fork – Healthier Recipes	Focus- Cooking and Nutrition
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Knowing how to prepare themselves and a work space to cook safely in.</p> <p>Following the instructions within a recipe.</p>	<p>-Cooking and nutrition</p> <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. 	<p>Considering the ethical issues around farming and how cattle are kept. Using the internet to research further relevant information.</p>

Art and Design/DT Curriculum Map

<p>To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</p> <p>To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</p> <p>To know safety rules for using, storing and cleaning a knife safely.</p> <p>To know that similar coloured fruits and vegetables often have similar nutritional benefits.</p>	<ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design Pupils should be taught to:</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>Evaluate Pupils should be taught to:</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>Pupils working at greater depth will give more thought to recipe ingredients; for example, the fat percentage of the beef used and also how to make the sauce healthier by adapting the quantities of ingredients considered potentially harmful if consumed in large quantities, ie: salt (including stock) and fats, eg: oils.</p>
---	--	---

Lesson sequence:

Lesson	Learning Objective	Possible Activities
1.	To understand where food comes from	<p>Ask the children whether they like spaghetti bolognese. The children work in pairs to write a list of ingredients that might be used to make spaghetti bolognese. Have all the children got the same ingredients? Which are the same and which are different?</p> <p>The children will design and make their own bolognese sauce.</p> <p>Watch the video 'BBC - Spaghetti bolognese' on VideoLink, describing the dish and giving an insight as to where the main ingredient, beef, comes from (If you want you can stop at 3:51– this is when the video moves onto pasta!).</p> <p>Ask the children where they think the other ingredients of the sauce might come from.</p> <p>Watch the video: 'Tesco- Burly Beef' on VideoLink. (see notes)</p> <p>Create a poster. Remind children that a poster should be eye-catching and include simple key points that are easy to read, ie: not too much writing. This poster could be simply presented as a list of 'Dos' and 'Don'ts'.</p> <p>*Access to the internet would enable children to recap information from the video and research additional facts and figures. The children share their posters with the class, discuss what the children have found out about the way cattle can be kept and how they should be kept.</p> <p>Do the children have a view on free-range or organic products?</p> <p>* Ask children to begin collecting the following for <i>lesson 4</i></p> <ul style="list-style-type: none"> Supermarket bolognese packets (low and high priced, jars and ready meals) Empty jars (the bigger the better)
2.	To understand the term 'healthy'	<p>Choose two bolognese sauces for children to taste.</p> <ul style="list-style-type: none"> The children decide which sauce they think is healthier.(see notes)

Art and Design/DT Curriculum Map

		<ul style="list-style-type: none"> Discuss what 'healthier' means and why they came to that conclusion. Reveal the packaging that each sauce came in – would these examples influence their buying decision? Why? <p>Give the children photocopies of the nutritional values of each sauce or show them on your interactive whiteboard. Ask the children what they notice about the ingredients and nutritional values.</p> <p>The children work in table groups to invent two different healthy adaptations of a basic bolognese recipe and ultimately make one of them in Lesson 4. In their separate table teams, and referring to the sheet on link: 'NHS- Eatwell guide', the children decide how they will make their recipe more healthy.(see notes)</p>
3	To adapt a traditional recipe	<p>The children familiarise themselves with the two bolognese recipes that they came up with.</p> <p>Re-cap what it means for a recipe to be healthy.</p> <p>Show the children how to use the calculator on link: 'Very Well Fit- Nutrition Calculator' so that the children can then work out the nutritional values of their two recipes. Both teams download and print a copy of their nutritional label and compare to decide which recipe is the healthiest. Each table knows which sauce they are going to make next lesson, the children write up the ingredients and method of their recipe.</p> <p>Confirm with each group what their ingredient list includes so that you can gather these ingredients for making next lesson.</p>
4 (May require 2 sessions depending on adult support and cooking resources)	To complete a food product.	<p>The children work together to prepare their adapted recipes. Encourage pupils to think about the jobs they need to do and divide them, so everyone has a task. The children refer to the instructions that they wrote to complete the cooking process. (see notes)</p> <p>Product design</p> <p>Give children some card and ask them to measure it and adjust the size as necessary so that it fits comfortably when wrapped around their jar (ask them to try to share an A4 piece to avoid waste).</p> <p>Using scrap paper, children complete a rough design of their bolognese label. The children should take inspiration from any bolognese packaging that has hopefully been brought in from home.</p> <p>The children design a label that represents their bolognese sauce.</p> <p>Taste and evaluate finished product.</p>
Links to other curriculum areas:		
British values:		Mutual respect, Tolerance of those with different faiths and beliefs
Computing:		Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Art and Design/DT Curriculum Map

Outline Scheme of Learning		
Year 6 2022-2023	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.
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.

Art and Design/DT Curriculum Map

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 2022-2023	Islamic Art	Focus- Sculpture
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> Establish prior knowledge Islam and Islamic art and architecture – <i>What is Islam? What is a Muslim? What do you know about Islam/Muslims? What does architecture mean? What do you know about Islamic art/architecture?</i> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. 	<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. 	<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 work which takes account of context and intention

Art and Design/DT Curriculum Map

Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1.	To know that Islamic art and architecture relates to the religion of Islam or the Islamic world.	<p>Read through vocabulary. In particular point out that Islamic art/architecture means art or architecture that relates to the religion of Islam or the Islamic world. This means that the art/architecture does not need to have a religious significance but can be Islamic in style.</p> <p>Show children pictures of the outside of The Dome of the Rock. Ask them to describe to their partner, in detail what they can see. Show children a map of the world showing the position of Jerusalem, the outside of the Dome of the Rock and the interior view showing the rock (see resources). Go over details about the shrine as detailed in teacher knowledge above.</p> <p>Explain to the children that the decoration of The Dome of the Rock shows key features of Islamic art/design – geometric patterns, vegetal patterns and calligraphy. Go over the meaning of these terms and point out examples shown in the decorated sections of the building (see resources).</p> <p>Task: Explain to the children that over the next few lessons they will be drawing, and painting with inks a geometric design in an Islamic style. They will follow specific instructions using compasses and a ruler. Today they will draw one box of the design and then extend the design next lesson so it fills 4 boxes. See resources for instructions for drawing a star. Their paper should be folded in 4 to provide 4 square boxes in which to do their designs. They should use a coloured pencil to draw the star pattern without the construction lines.</p> <p>Ask the children to review: What can you tell me about The Dome of the Rock? How does The Dome of the Rock show Islamic style? What makes a pattern geometric? Describe how you drew your geometric design.</p>
2.	To understand that Islamic art uses calligraphy, geometric and vegetal patterns	<p>Show children pictures of the Dome of the Rock looked at last lesson. What can you tell me about this building? Show children pictures of calligraphy from Dome of the Rock and the Alhambra (see resources). Ask</p> <p>What can you see?</p> <ul style="list-style-type: none"> • Where do the words come from? (The Quran) • What do the words say (Alhambra example: There is no victor but God) • What are they made from (tile and plasterwork). <p>Briefly explain that calligraphy (go over definition) is an important part of Islamic art and will show words from the Quran. Plasterwork and tilework are common in Islamic art.</p> <p>Show children pictures of vegetal patterns from The Dome of the Rock (see resources). Ask:</p> <ul style="list-style-type: none"> • What can you see? • What are these patterns made from (mosaics)?

Art and Design/DT Curriculum Map

		<p>Briefly explain that vegetal patterns (go over definition) are common in Islamic art and in the Dome of the Rock are made from mosaics.</p> <p>Show children pictures of geometric patterns from The Dome of the Rock and the Alhambra (see resources). Ask:</p> <ul style="list-style-type: none"> • What can you see? • What are these patterns made from? (tilework) <p>How are they symmetrical? (Remind the children of the meaning of this word)</p> <p>Briefly explain that geometric patterns (go over definition) are common in Islamic art. Explain that Geometric designs in Islamic art are often built on combinations of repeated squares and circles, which may be overlapped and interlaced, to form intricate and complex patterns. They are supposed to indicate eternity, because they go on and on.</p> <p>Task: In this lesson the children will complete the pencil drawing of their geometric designs by extending it to fill all four boxes on their paper. They should use a coloured pencil to draw the star pattern without the construction lines. They can then elaborate their design, keeping it the same in each box with simple additions e.g. curves, circles etc. They should make sure that their elaborations are symmetrical.</p> <p>Ask the children to consider: What can you tell me about Islamic design? What is calligraphy/ a geometric/vegetal pattern? How have you drawn your pattern?</p>
3.	To know common features of Islamic architecture	<p>Show children examples of Islamic designs which are vegetal, geometric and calligraphy (see resources). Ask them to match these words to the designs.</p> <p>Show children pictures of the exterior of the Hagia Sofia, the Dome of the Rock, the Alhambra (specifically The Court of the Lions) and the Taj Mahal. Ask: What is similar about these buildings? Clarify where each building is in the world (Istanbul, Jerusalem, Spain and India). Explain that these buildings are different types of buildings: ask the children to match the words to the buildings – mosque, palace, tomb. Establish any prior knowledge. Explain that the Dome of the Rock is a very holy building but not a mosque and the Hagia Sofia was originally a church, then a mosque but is now a museum. The Taj Mahal is a tomb which includes a mosque and gardens. The Alhambra is a palace.</p> <p>Show the four buildings again and ask the children to match the words to the pictures: dome, minaret, courtyard. Explain these are features of Islamic architectures – elements of architecture which are commonly seen in Islamic architecture.</p> <p>Ask what the features are for:</p> <ul style="list-style-type: none"> • Dome – provides a large interior space, which is often highly decorated. • Minaret – tall tower next to a mosque from which a person sings the call to prayer five times a day. • Courtyard – an enclosed, outside space, often with a fountain in the middle providing space to sit, relax and contemplate. In the Alhambra these are places where people could get away from the intense heat of the day. <p>Explain to the children that Islamic architecture is often called “architecture of the veil” – see above for explanation. What does “architecture of the veil” mean?</p>

Art and Design/DT Curriculum Map

		<p>Show the children images from the Alhambra of two types of arches and muqarnas (see resources). Ask them to compare the different shapes of the arches – how are they different? One type is a horseshoe arch (a simple curve) the other is pointed. Explain to them that muqarnas are a way of decorating the inside of an arch or a dome with 3d sculptural patterns. They are often referred to as making a pattern like a honeycomb. What different types of buildings have we looked at and what are they for? Name and describe two different features of Islamic architecture.</p> <p>Task: In this session the children will paint their elaborated geometric design with inks. Inks provide vivid colours. Explain that they should use 3 colours, so that the design does not become too complicated. The children should ensure that they add colour in the pattern in a symmetrical way. They should use a medium size brush in larger areas and a smaller brush in small areas and focus on using smooth accurate brushstrokes. They should aim to use the same colour patterns in each square they have drawn to ensure that the design has the feel of continuing, and interlocking.</p> <p>Ask: Explain how you have created your geometric design. What do you like about it? What would you do differently next time?</p>
4.	To understand the Alhambra shows features of Islamic art and architecture.	<p>Prior learning: Ask the children to match the words to pictures. Show pictures of the Dome of the Rock, Hagia Sofia, Taj Mahal and Alhambra (see resources and Knowledge Organiser). Have these words on whiteboard - Mosque, Palace, Minaret, Tomb, Dome, Courtyard – children to match words to the pictures to show their understanding from last lesson. Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Show the children a picture of the Alhambra showing that it is made up of various different buildings on top of a hill in front of mountains (see resources). Show a map showing where it is within Spain. Explain that the Alhambra contains a fortress, palaces and gardens. Explain that the Alhambra is most famous for the Nasrid Palaces built in the 1300s, named after the last Muslim dynasty in Spain. It is renowned for its intricate and highly decorated rooms and beautiful gardens. It is an example of “architecture of the veil” - focus is on the detail and decoration on the inside of the buildings.</p> <p>Show children pictures of the Court of the Lions, arches and muqarnas from the Alhambra (see resources). Explain that the Court of the Lions is the most famous part of the Nasrid Palaces. In the middle of it is a fountain made of 12 marble lions. Children to match the words to the pictures: courtyard, arch, muqarnas, fountain. What features of Islamic architecture can you see?</p> <p>Next show children the interior decoration of part of the Nasrid palaces (see resources). Ask children What features of Islamic art/design can you see? (geometric design and calligraphy). Explain that there are also examples in the Alhambra of Vegetal design. What are the designs made from? (plasterwork and tilework).</p> <p>Task: Part of the art in the Alhambra is the decorated, geometric tilework which often covers the bottom half of the walls. In this lesson the children will start making a tile of their own. Provide them with a 6-pointed star template roughly 20cm wide. They should roll a slab of clay roughly 1.5cm deep, using wooden batons either side of the clay to guide the thickness. They should place their paper template on top of the clay and use a ruler and a knife to cut out the shape neatly. The rolling and cutting should be done on a wooden board and then a plastic bag placed around the board and</p>

Art and Design/DT Curriculum Map

		clay so that the clay remains moist to work on in the next lesson. New Clay should be used – this is air drying clay (as opposed to kiln fired clay) which can be moistened and worked on at a later date.
5.	To understand the Taj Mahal shows features of Islamic art and architecture.	<p>Show the children a picture of the front of the Taj Mahal (see resources). This is such a famous building that some children may already have some prior knowledge about it, and it has briefly been discussed in lesson 3. Looking at the picture ask them:</p> <p>What can you see?</p> <p>What do you know about it?</p> <p>What can you guess about it?</p> <p>Show the children the picture of the Taj Mahal again and ask: What features of Islamic architecture can you spot? Go over the information in teacher knowledge above, in particular, pointing out the architectural features. Go over the meaning of mausoleum.</p> <p>Show the children examples of decoration on the interior and exterior of the Taj Mahal (see resources). Ask: What can you see? What features of Islamic art/design can you spot? Point out that in one picture you can see geometric tilework, surrounded by vegetal patterns, also made from tiles. In the other picture you can see vegetal designs and calligraphy inlaid into the marble.</p> <p>Task: Today the children will start adding detail to their tiles by carving patterns or adding clay. They first need to add small amounts of water to the top of the clay to make sure it is soft enough to work. They will need to make sure that if they add clay they cross hatch the surface of where they are adding it to and slightly dampen it, to make sure that it sticks. Children should keep their designs symmetrical and may choose to follow patterns which they created in their painted designs during lessons 1-3. Children may choose to use vegetal-type patterns and/or geometric shapes. Show examples of Islamic tile design for inspiration.</p> <p>Ask: What can you tell me about the Taj Mahal? What designs have you used to decorate your tile? How have you added the patterns to your tile?</p>
6	To understand Begum's work is influenced by Islamic art and architecture	<p>Show children Painting No. 680 by Rana Begum. Ask them to write bullet points around a small picture of the painting stuck into their books and ask them to say what they see, know and guess.</p> <p>Go over information about Begum in resources.</p> <p>Ask children: How can you see that Begum is influenced by Islamic art from this painting? (It is made up of geometric patterns within small panels that are repeated again and again, rather like Islamic tiles). Ask children: How is the painting different from traditional Islamic art?</p> <p>Task: In this lesson the children will paint their tiles with 3 colours. They should pick appropriate colours using tiles shown in resources as a guide. Their colours should be symmetrical within the patterns they have created. They should</p>

Art and Design/DT Curriculum Map

		<p>concentrate on mixing their colours thoroughly in the palette and using smooth accurate brushstrokes. Once the paint has dried they should cover their tile with mod podge to glaze it.</p> <p>Self-reflection: Children to look at their tiles and write answers to the following questions:</p> <p>What do I like?</p> <p>What would I do differently next time?</p>
Religion and World Views		<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs.</p>