

Art, Music and DT

Year 1 and 2

Art - Pupils should be taught:

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

ICT in ART can be taught through ICT objectives with possible links to ART outcomes and themes

Music - Pupils should be taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the interrelated dimensions of music

DT - When designing and making, pupils should be taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

New curriculum emphasises -technical knowledge and contexts for making e.g. home and sch, gardens and playgrounds, local community, industry, environment

	Year 1 Art	Year 1 Music	Year 1 DT	Year 2 Art	Year 2 Music	Year 2 DT
Term 1	<p>Art project including a range of media as covered in the foundation stage.</p> <p>e.g. Royal Y1s</p> <p>http://cassiestephens.blogspot.co.uk/2013/05/in-art-room-royal-first-graders.html</p> <p>Children create portraits of themselves using a range of skills including: Observation Designing and making Exploring shape, colour and texture Fine motor control: using scissors, bending and shaping paper.</p>	<p>Child lead-learning: songs and nursery rhymes</p>	<p>Wrapping paper designing. Use printing and/or ICT to create their own wrapping paper (after evaluating others).</p> <p>Link with Art outcomes for 'printing'.</p>	<p>Drawing - pencil, charcoal, pastels.</p> <p>Focus on line drawing adding tone and texture.</p> <p>Focus artist possibilities:</p> <p>Lucinda Rodgers David Jon Kassan Matisse</p>	<p>Focus on Beat and pitch using tuned instruments and voices.</p> <p>Listening Focus- Selection of music which creates different moods (suggestions- Holst Planet Suite, Daft Punk, Harry Potter themes [or any other movie score])</p>	<p>Textiles - focus on joining and basic stitches.</p> <p>Christmas Stockings.</p>
Term 2	<p>Drawing - pencils/Painting</p> <p>Focus on line drawings from observations and invent new lines. Develop</p>	<p>Focus on long, short, loud and quiet through</p>	<p>Structures- design and make own structure- focus on joining and</p>	<p>Painting: Focus on tools and techniques for painting.</p>	<p>Focus on Composing sequences. Revise rhythm and duration,</p>	<p>Mechanisms-looking at wheels, axels, hinges, simple levers, Design and make a turning mechanism.</p>

	control. Focus artist: Quentin Blake-line drawing/illustrations.	singing and body percussion CQ level 1	strengthening.	Explore colour and add texture by adding water, sand, plaster. Focus artist: Monet	tuned instruments and voices. CQ Level 2 Listening Focus- Traditional music from contrasting locality.	Create a finished product.
Term 3	Collage- Create images from a variety of media e.g. photocopies, material, fabric, crepe paper , magazines etc.	Focus on combining sounds to create different effects and tuned and untuned instruments Listening Focus- Carnival of the Animals- Saint Saens	Food- Including: where food comes from (plants/ animals and farmed/grown/ca ught) that there are different types of foods. (Across KS1 techniques need to be taught in cutting, peeling, grating and how to prepare food hygienically (no heat source).	Sculpture - Focus on manipulating malleable materials to explore sculpture. Focus artist Nick Park (Aardman Animations) Refer to Book: Cracking Animation The Aardman Book of 3-D Animation	Focus on making own signs and symbols (graphic score). Compose short sequences. Listening focus	Food-including how to name and sort foods into the five groups in The eatwell plate that everyone should eat at least five portions of fruit and vegetables every day (Across KS1 techniques need to be taught in cutting, peeling, grating and how to prepare food hygienically (no heat source).

Year 3 and 4

Art - 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.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. Pencil, charcoal, paint, clay)

About great artists, architects and designers in history

ICT in ART can be taught through ICT objectives with possible links to ART outcomes and themes

Music - Pupils should be taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the interrelated dimensions of music

All music units should combine use of voice, tuned and untuned instruments.

DT - When designing and making, pupils should be taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

New curriculum emphasises -technical knowledge and contexts for making e.g. home and sch, gardens and playgrounds, local community, industry, environment

	Year 3 Art	Year 3 Music	Year 3 DT	Year 4 Art	Year 4 Music	Year 4 DT
Term 1	Drawing comics using view finders, focus on Experimenting with ways in which surface detail can be added to drawings. Begin to show awareness of 3 rd dimension. Focus artist: Ricky Gervais - flanimals	Compose and perform melodies and look at graphic score (bars and pitch)	Pop up cards: Focus on moving parts.	Painting - Creating different effects and textures with paint according to what they need for the task. Focus artist: Vincent Van Gogh	Compose and perform melodies and revise staff notation noticing pitch (they do not need to read the notes, just notice patterns).	Textiles Decorative stitching including cross-stitch, quilting, gathering. E.g. create a bookmark or similar 'Christmassy' product. Focus artist: Susan Klebanoff http://www.textileartist.org/susan-klebanoff-interview-textile-installation-art/
Term 2	Sculpture - clay Focus on Joining clay adequately and construct a simple base for extending and modelling other shapes. Focus artist from another culture re clay: e.g. Brazilian pottery/Yorkshire pottery also see http://woldpottery.co.uk/ (pottery	Create repeated patterns with range of instruments, graphic/staff notation Look at minim, crotchet and semi-breve. Listening focus: Samba band.	Food- Including:- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. The effects of a healthy/balanced diet. (Across KS2 skills need	Sculpture - paper large abstract forms and life-size models e.g. Use papier mache to create a simple 3D object.	Create repeated patterns with range of instruments. Revise minim, crotchet and semi-breve. Learns symbol for a rest. Listening	Food- Including:- how a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body. (Across KS2 skills need to be taught in: peeling, chopping, slicing, grating, mixing, spreading,

	shop Loftus).		to be taught in: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking and how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.)		Focus: Tchaikovsky ballets - nutcracker/s leeping beauty/swan lake.	kneading and baking and how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.)
Term 3	<p>Printing Exploring printing methods responding to the work of an artist or designer in real life terms.</p> <p>Focus artist: Indian Block Printing</p> <p>http://www.bbc.co.uk/education/clips/zr9jxnb</p>	<p>Compose topic based piece. Focus on vocabulary - duration, timbre, pitch, beat .</p>	<p>Stiff and Flexible sheets materials-using scissors, saw, punch, drill.</p>	<p>Collage: Experiment with collage techniques including tearing, over lapping and layering.</p> <p>Use collage as a means to collect ideas and give visual information. E.g. Self portrait, scene or landscape topics based image.</p>	<p>Compose topic based piece. Focus on vocabulary - duration, timbre, pitch, beat, tempo and texture. Layer sounds for effect.</p>	<p>Electrical and mechanical components-made a product which has mechanical +electrical components.</p> <p>Create a finished product.</p>

Year 5 and 6

Art

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.

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay)

About great artists, architects and designers in history

ICT/ART can be taught through ICT objectives with possible links to ART outcomes and themes

Music - Pupils should be taught to:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the interrelated dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music

All music units should combine use of voice, tuned and untuned instruments.

DT - When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

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

Technical knowledge

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

apply their understanding of computing to program, monitor and control their products

New curriculum emphasises -technical knowledge and contexts for making e.g. home and sch, gardens and playgrounds, local community, industry, environment

	Year 5 Art	Year 5 Music	Year 5 DT	Year 6 Art	Year 6 Music	Year 6 DT
Term 1	<p>Drawing - Focus on Shadows and reflections on 3D shapes (including showing movement) considering lines, marks, tone, form and texture.</p> <p>Focus artist http://twistedsifter.com/2012/01/shadow-art-by-rashad-alakbarov/ http://www.kinderart.com/drawing/shadow.shtml http://www.wikihow.com/Shade-Drawings.</p>	<p>Singing focus -including sustaining a drone or melodic ostinato. Apply knowledge of staff notation when singing (they do not need to read the notes, just notice patterns).</p> <p>Listening focus: Christmas and Christmas Performance</p>	<p>Textiles-stitching, structural changes-plaiting, weaving-to make belts/bracelets.</p>	<p>Painting - Using colour to express atmospheres and light complementary and contrasting colour.</p> <p>Focus artist Picasso http://www.webexhibits.org/colorart/mood.html</p>	<p>Singing focus - including sustaining a drone or melodic ostinato. Apply knowledge of staff notation when singing (they do not need to read the notes, just notice patterns).</p>	<p>Mouldable Materials- evaluate high quality finish/products have precision to do intended job e.g. packaging.</p>
Term 2	<p>Clay- Focus on Developing skills in using clay inc. slabs, coils, slips, etc.</p> <p>Create a finished product.</p>	<p>Compose music with an awareness of all musical elements using tuned instruments to read music working out the notes eg. EGBDF and FACE</p> <p>Listening focus: Recorder songs eg. Grandad United</p>	<p>Stiff +Flexible sheet materials-measure to make joins, holes and openings.</p>	<p>Sculpture - Focus on materials- Use recycled, natural and man made materials to create sculptures. Plan sculptures through preparatory work.</p>	<p>Compose music with an awareness of all musical elements using ICT.</p> <p>Listening focus: Modern music created through ICT</p>	<p>Electrical +Mechanical components- resistance, batteries in series or parallel, variable resistance to dim lights or control speed.</p>

Term 3	<p>Printing focus on creating printing blocks by simplifying an initial sketch book idea.</p> <p>Possible artists: Jim Dine 'My Name is Jim Dine' (nice use of colour and shape), Patrick Heron, Victor Vassarely, Andy Warhol.</p>	<p>A topic based composition using notation to support performance.</p> <p>Recorder Performance</p>	<p>Food- Including</p> <p>how seasons may affect the food available</p> <p>food is processed into ingredients</p> <p>that recipes can be adapted to change the appearance, taste, texture and aroma how food and drink contain nutrients, water and fibre and why.</p> <p>(Across KS2 skills need to be taught in: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking and how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.)</p>	<p>Open mixed media child-initiated project using sketch books and applying skills learnt throughout schooling.</p> <p>Focus artist Children themselves!!</p>	<p>A topic based composition using notation to support performance.</p> <p>Listening focus- famous classical musician (Vanessa Mae/ Nigel Kennedy etc)</p>	
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