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| **KS2 Art and Design** |
| The visual arts play an important part of life at Bessemer. The school is committed to ensuring the continuation of its legacy of the high-quality teaching of Art. Across the key stages Art lessons follow a rich spiral curriculum, which explores the work of artists, craftspeople and designers from across the world and teaches a progression of skills in a range of media.  Bessemer aims to enable children to flourish creatively; to have the skills and confidence to experiment, express their ideas and to have the vocabulary to discuss and give opinions about the work of others. By the time they leave Bessemer, we hope each pupil feels able to express their creativity and know the enjoyment of art. |

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| **KS2 Design and Technology** |
| At Bessemer Primary School Design Technology is a separate area of learning with cross-curricular links to other subjects.  Through Design and Technology, our children are encouraged to: conduct research and draw inspiration from a wide range of historical and cross cultural sources, to use their imaginations, experiment, follow a brief, to create and reflect upon their own ideas and designs.  The children build on skills, which are revisited, refined and developed as they move through the key stages. In DT, we aim to promote critical thinking and develop their problem-solving skills and draw upon their knowledge and understanding in areas such as computing, science and maths as well as their real-life experience. In KS2, the DT curriculum encompasses a 3 day project- undertaken by each year group as well as Topic -Art and Design lessons which contain integrated elements of DT throughout the year. |

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| **Year 4** | | | | | | | |
| **Exploring and Developing:**   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | | | | | **Evaluating and Developing**:   * Compare ideas, methods and approaches in your own and others’ work and say what you think and feel about them. * Adapt your work according to your views and describe how you might develop it further. * Annotate work in sketchbook | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2 DT Project** | | **Summer 1** | **Summer 2** |
| **Overview** | **Printing Marbling**- Rivers | **Painting** – London at War | **3D Form** – **Sculpture -**  Romans | **Model Making (DT)** –Romans  See below | | **Cooking Collage** – Food and the Environment. | **Drawing and Textiles** – Oceans |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | **Collect** visual information from a variety of sources, describing with vocabulary based on the visual elements  **Make** own printing block using string, poly-block, card, masking tape.  **Print** with two colour overlays.  Create repeating patterns.  **Experiment** with over- printing motifs, colour and paint types.  **Create** and Extend effects with different media and techniques- eg collage and marbling | **Develop** skill and control when painting. Paint with expression. Analyse painting by artists. **Make** and match colours with increasing accuracy. **Use** more specific colour language e.g. tint, tone, shade, hue. **Choose** paints and implements appropriately. **Plan** and create different effects and textures with paint and paper- eg paper for silhouettes | **Use** a sketchbook to develop ideas. **Explore** the potential properties of the visual elements, shape line, tone, pattern, texture, colour and shade.  **Show** an understanding of shape, space and form.  **Use** a variety of source materials  **Work** in a sustained and independent way from observation,  **Draw** using perspective, line shade, detail . | . | | **Choose** collage as a means of extending work already achieved.  **Develop** skills in cutting and joining.  **Experiment** with a range of media, overlapping and layering, etc. | **Collect** visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.  **Be introduced** to a selection of tools and match tool to material  **Choose variety of** textiles as a means of extending work .  **Refine** and alter ideas and explain choices using art vocabulary. |
| **Artists of Interest** | Van Gogh, Seurat Monet | Wilfred Stanley Haines | Roman Statues.  Iceni and Roman Shields |  | | Giuseppe Arcimboldo, Andy Warhol | Faith Ringgold, Embroiderers and embroidery artists |
| **Key Vocabulary** | *monoprint, lino, print, screen, hand printing, rollers, relief, poly-board, stencil, paste resist, layer, collage, cover* | *brush mark, cold, colour-mixing, colour-scheme, contrast, cool, earth, fire, form, harmony, hot, hue, neutral, primary colour, secondary colour, shade, shape, tertiary colour, texture, tint, tone, warm, water* | *Symbol, card, paper, joining techniques, evaluate designs.* |  | | *material, layer, collage, cover,* | *Sew, stitch, weave, loom, thread, needle, eye, binca, wool, felting, knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye,* |

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| **Year 4 DT** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Printing Marbling**  **Collage** - Rivers | **Painting** – London at War | **3D Form** – **Sculpture -**  Romans | **Model Making (DT)** –Romans  3 day DT Project | **Cooking (DT) and Collage** – Food and the Environment. | **Textiles** – Oceans |
| **Key Skills**  (Revisit skills from previous learning and build upon them). |  |  | **Research** and make informed choices about the 3D technique chosen.  **Plan,** design, make and adapt models.  **Talk** about their work understanding that it has been sculpted, modelled or constructed.  **Use** a variety of materials. | **Design** – use research and develop design criteria to inform the design. Generate, develop and communicate your ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.  **Evaluate** – investigate and analyse a range of existing products.  **Make** – select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials.  **Evaluate** your ideas an products against your own design criteria and consider the views of others to improve your work.  **Technical knowledge –**  Revisit and consolidate skills in cutting and joining, and introduce how to strengthen, stiffen and reinforce structures.  **Evaluate** – investigate and analyse a range of existing products.  **Make – Mechanisms** Use lever/pulley/or cam in design in order to incorporate moving element into design – eg draw bridge- trap door or rotating floor.  **Technical knowledge –**  How levers /pulleys/cams can make element of design move. | **Understand** and apply the principles of a health and varied diet.  **Prepare** and cook a variety of predominantly savoury dishes using a range of cooking techniques.  **Understand** seasonality and know where and how varied ingredients are grown, reared, caught and processed. |  |
| **Artists of Interest** |  |  | Roman Statues  Iceni and Roman Shields | Amphitheatre architects | Giuseppe Arcimboldo, Andy Warhol |  |
| **Key Vocabulary** |  |  | *Sculpture, stone, carving, modelling, clay, air drying clay, salt dough, Plasticine, wax.* | *Research, develop, criteria, diagrams, tools, evaluate, Amphitheatre design – attaching- flaps – strengthening*  *Wire, plaster of Paris, Modroc, papier Maché, wood, cams, pulleys, levers.* | *seasonality, quality, balance, fresh, processed* |  |

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| **Year 5** | | | | | | |
| **Exploring and Developing:**   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | | | | **Evaluating and Developing**:   * Compare ideas, methods and approaches in your own and others’ work and say what you think and feel about them. * Adapt your work according to your views and describe how you might develop it further. * Annotate work in sketchbook | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Drawing** – Roman Britain 23- 24  Vikings and Anglo Saxons 24 -25 | **Print Making** – The Victorians | **Painting** – London | **3D Form** – clay Modroc and card- Mexico | **Future Cities Project (DT)** – Space  See below | **Textiles and Collage** – The Environment – |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | **Use** a sketchbook to develop ideas. **Explore** the potential properties of the visual elements, shape line, tone, pattern, texture, colour and shade. **Use** a variety of source materials  **Work** in a sustained and independent way from observation,  **Draw** using perspective, line shade, detail . | E**xplain** a techniques (such as: the use of poly-blocks, relief, mono and resist printing).  **Choose** the printing method appropriate to task.  Build up layers and colours/ textures  **Organise** their work in terms of pattern, repetition, symmetry or random printing styles.  **Choose** paints, inks, colours. | **Demonstrate** a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  **Control** brush strokes and apply tints and shades when painting. Paint with greater skill and expression.  **Work** on preliminary studies to test media and materials.  **Create** imaginative work from a variety of sources. | **Use** a sketchbook to develop ideas. **Explore** the potential properties of the visual elements, shape line, tone, pattern, texture, colour and shade. **Use** a variety of source materials  **Work** in a sustained and independent way from observation,  **Draw** using perspective, line shade, detail . |  | **Join** fabrics in different ways, including stitching.  **Explore** different grades and uses of threads and needles.  **Extend** work using a mix of techniques  **Experiment** with stencil, Tie Dye, batik and embroidery- mixing and overlaying techniques to create different effects. |
| **Artists of Interest** | Roman Statues, frescoes. 23-24  Viking Pendants 24-25 | William Morris – Arts and Crafts movement | Patrick Caulfield, Lakwena, Monet, Jazzberryblue | Frida Kahlo, Diego Rivera, Folk Art, Arbol de la Vida |  | Rousseaux, Tracey Emin  Traditional printing and batik artists. |
| **Key Vocabulary** | *Three-dimensional, tone, two dimensional, shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, positive, mark, mid tone, negative, outline, line, highlights, hatching, cross hatching, flat, form, detail, contour, linear, side stroke* | *monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers; relief, poly-board, stencil, paste resist.* | *brush mark, cold, colour-mixing, colour-scheme, contrast, cool, earth, fire, form, harmony, hot, hue, neutral, primary colour, secondary colour, shade, shape, tertiary colour, texture, tint, tone, warm, water* | *Mural, Portraiture Folk Art, symbols, symmetry,* |  | *Sew, stitch, weave, loom, thread, needle, eye, binca, zigzag stitch, side stitch, running stitch, wool, felt knitting, yarn, material, layer, collage, cover, batik, tie dye, resist, dye* |

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| **Year 5 DT** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Design and Make** – Roman Britain-Roman /Iceni Shields 23 24  Viking Longboats – Pendants 24 -25 | **Print**  – The Victorians  Willian Morris Wallpaper. | **Painting** – London | **Form** – Mexico  3D Day Of The Dead Skulls | **Future Cities 3 day DT Project**– Space- | **Textiles and Collage** – The Environment –Plastic- Coral Reefs- Rainforest. |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | **Design** – use research a to inform the designs.  **Evaluate** ideas against own design criteria and consider the views of others to improve your work.  **Discuss** designs and choose preferred design. |  |  | **Plan** a model through drawing and other preparatory work.  **Describe** the different qualities involved in modelling,  **Use** recycled, natural and man- made materials to create model or sculpture.  **Technical Knowledge** be introduced to techniques for joining clay and mod roc , such as slip and keying surfaces for joining clay use of wire to strengthen. | **Design** – use research and develop design criteria to inform the design of innovative products aimed at particular groups or people. Generate, develop and communicate your ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.  **Make** – select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials according to their functional properties aesthetic qualities.  **Evaluate** – investigate and analyse a range of existing products.  **Evaluate** ideas and existing products against your own design criteria and consider the views of others to improve your work.  **Technical knowledge –** apply understanding of cutting and joining, and revisit and extend how to strengthen, stiffen and reinforce more complex structures.  **Design and Make –** **Electrics** Incorporate a simple circuit or an electric motor to make element which moves or lights up or moves .  **Technical knowledge – Electrics.**  Apply understanding of Simple Circuit.  Apply understanding of ‘physical selection/coding using Crumble Kit to creaye ‘light display or moving part. |  |
| **Artists of Interest** | *Primary/Secondary Historical Sources* |  |  | Traditional Day of the Dead crafts | Zaha Hadid, Ken Yeang, Hundred Wasser  Traditional architecture from Mali and Burkino Faso – |  |
| **Key Vocabulary** | *Motif, symbol, symmetry, asymmetrical, repeat, boss, design, evaluate* |  |  | *Carving, modelling, clay, air drying clay, salt dough, kiln, fired, Plasticine, wax, cast, rubber, 3D, laser cutting, slip, score, join, smooth,* | *Research, sketch, annotate,*  *3 Dimensional, Maquette, model, preliminary, card, paper, wood, wire, plaster of Paris, papier maché, found materials. wood, balsa, stone, join, reinforce, strengthen, connect, flexible, bend, curve, transparent, cut, score. Electric circuits, electric motors, rotate – physical selection – code using Crumble Kit.* |  |

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| **Year 6** | | | | | | |
| **Exploring and Developing:**   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | | | | **Evaluating and Developing**:   * Compare ideas, methods and approaches in your own and others’ work and say what you think and feel about them. * Adapt your work according to your views and describe how you might develop it further. * Annotate work in sketchbook | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **3D Form: Clay** – Ancient Greeks | **Drawing-Painting**  Europe | **Textiles**  The Mayans | **Printing**  Japan | **Painting** – The History of Medicine | **3 Day DT Project**  **Anatomical Models /Showtime**  Costume and set Design for Yr6 Performance |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | **Plan** a sculpture through drawing and other preparatory work.  **Develop** skills in using clay including using slabs, coils, pinch, joining and slips  **Create** sculpture and constructions with greater independence | **Develop** a painting from a drawing. **Learn and apply** new drawing techniques such as negative drawing, chiaroscuro, expression, sketching **Make preliminary** studies, trying out different media and materials and mixing appropriate colours. **Develop** an awareness of composition, scale and proportion e.g. foreground, middle ground & background. **Identify,** primary, secondary, complementary and contrasting colours. **Mix and match** colours to create atmosphere and light effects. **Work** with complementary colours. | **Be aware** of the potential of the uses of material  **Use different** techniques, colours, textures.  **Express and analyse** - adapt, extend and justify your work. | **Describe** varied techniques.  **Layer** prints.  **Print** on paper and fabric.  **Print** with three colour overlays.  **Alter and modify** work.  **Work into prints** with a range of media, e.g. pens, colour pens and paints. | **Create** shades and tints using black and white. **Choose** appropriate paint, paper and implements to adapt and extend their work. **Carry out preliminary** studies, test media and materials and mix appropriate colours. |  |
| **Artists of Interest** | Ancient Greek pottery, Greyson Perry, Clarice Cliff, Bauhaus | J.M.W. Turner, James Abbott Whistler. | Mayan traditional weavers | Hokusai, Japanese traditional wood block print artists.  Yayoi Kasuma | Fernan Federici, Rosetta Santucci  Leonardo Da Vinci |  |
| **Key Vocabulary** | *modelling clay, air drying clay, kiln, fired, slip, score, join, smooth* | *Brushmark, colour-mixing -primary colour, secondary tertiary colour, shade ,tone, tint, Cold cool, earth, fire, form, harmony, hot, hue, neutral, shape, texture, warm, water* | *sew, stitch, weave, loom, thread, needle, eye, binca, zigzag stitch, side stitch, running stitch, wool* | *monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers, etching press, letter press or book binding press; relief, poly-board, stencil, paste resist complementary colours, contrast* | *Complementary colours, contrast, , composition, scale, proportion* |  |

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| **Year 6 DT** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **3D Form: Clay** – Ancient Greeks | **Painting** **(watercolour)** - Europe | **Textiles**  Mayans | **Printing** – Japan | **The History of Medicine** | **DT Project 3 day**  **History of medicine-anatomical models/**  **Showtime- Set and Costume Design** |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | **Plan** a sculpture through drawing and other preparatory work.  **Develop** skills in using clay including using slabs, coils, pinch, joining and slips  **Create** sculpture and constructions with greater independence |  | **Be aware** of the potential of the uses of material  **Use different** techniques, colours, textures.  **Express and analyse** - adapt, extend and justify your work. |  |  | **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 mechanisms, according to their functional properties and aesthetic qualities.  **Evaluate:** investigate and analyse a range of existing products. Evaluate ideas and products against own design criteria and consider the views of others to improve work. **Understand** how key events and individuals in design and technology have helped shape the world. **Technical knowledge:**  understand and use mechanical systems in their products [for example, gears, pulleys,  cams, levers and linkages] |
| **Artists of Interest** | Ancient Greek pottery, Greyson Perry, Clarice Cliff, Bauhaus |  | Mayan traditional weavers | Hokusai, Japanese traditional wood block print artists.  Yayoi Kasuma |  | *Anatomical models*  *Costume and set designers:*  Es Devlin - <https://esdevlin.com/work>  Bunny Christie - <http://www.bunnychristie.co.uk/>  Rob Howell (Matilda the Musical)  Paul Tazewell - <https://www.paultazewelldesign.com/> |
| **Key Vocabulary** | *modelling clay, air drying clay, kiln, fired, slip, score, join, smooth modelling clay, air drying clay, kiln, fired, slip, score, join, smooth* |  | *sew, stitch, weave, loom, thread, needle, eye, binca, zigzag stitch, side stitch, running stitch, wool* | *monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers, etching press, letter press or book binding press; relief, poly-board, stencil, paste resist complementary colours, contrast* |  | *Function, aesthetic, form, cams, pulleys, levers, mechanisms, electric motors.* |
| **DT-At the end of Key Stage 2 children will have built on KS1 Skills and Technical Knowledge and will be able to:**  **Design-** use research of existing designs and products to support the making of functional and aesthetically appealing products which meet the design brief.  -generate, develop, and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams.  **Make** -select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, attaching, strengthening)  -select from a wider range of materials – construction materials, textiles and ingredients according to their suitability and aesthetic properties.  **Evaluate**- investigate a range of existing products.  -evaluate their ideas and designs against the design criteria and consider the views of others to improve their work.  -understand how key events and individuals in design and technology have shaped the world.  **Children at the end of Key Stage 2 will know how to:**  - apply their understanding of how to strengthen and join in a variety of ways to aid the construction of more complex structures.  - understand and have practice using basic mechanical systems. (levers, pulleys and cam shafts)  - understand and use electrical circuits in their designs.  - have the opportunity to apply their understanding of physical Selection and coding to program elements of their designs. | | | | | | |