



Ilam C of E (VA) Primary School

“Learning, achieving and thriving as a school family through God’s love.”

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29 v11)

3 Year Rolling Art/DT Overview - Squirrel Class (Year 1, 2, 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Colour (Art)	Design and Make Christmas biscuits for Father Christmas on Christmas Eve (DT)	Design and make a home that is safe for their perfect pet (DT)	The Romans (Art)	Cubism (Art)	To design and make a monster that has a moving part controlled by air (DT)
	This unit of work will focus upon the children choosing, using and mixing their own colours to create images using a range of media. The children will explore the work of Kandinsky, Delaunay Mondrian. Learn about the colour wheel of primary, secondary and tertiary colours.	The children will investigate and compare different biscuits that are already available in the market. The children will design a biscuit suitable for the design brief. They will then make biscuits that fulfil the design specifications.	The children will explore features of a stable structure including materials and think about their purpose. Using the information from their research, the children will then design and plan their pet home (stable structure)	The children will learn about the influence which the Ancient Roman Art had on their society as well as their impact to this day. To use a range of materials creatively to design and make products. To use drawing and sculpture to develop	Picasso Stained glass windows	The children will investigate a variety of familiar objects that use air to make them work. They will then explore techniques for making simple pneumatic systems and how to best incorporate them into a design. The children will then design their

	Mix colours using paint, pastels and chalks. Create art works with the colours they have mixed. Mix colours to make them lighter/darker. Consider whether colours are deemed cool or warm. Describe the work of a range of abstract artists. Using their colour mixing skills recreate their own work in the style of Mondrian, Delaunay or Kandinsky.	The children will be able to work safely and hygienically to produce their biscuit, fulfilling their design brief. They will be able to evaluate their finished product.	The children will then explore a range of different materials, making decisions based upon their end product. Using their findings, children will then make decisions for their end product and create a plan. The children will then follow a design plan and make their product. They will then evaluate their end product.	and share their ideas, experiences and imagination. To learn about the art work of the Ancient Romans, recognise their characteristics and use these influences in their own work. Develop skills in shaping and moulding clay. Produce patterns and textures in a malleable media when sculpting Roman vases, pots, bowls. Use sketch books to plan and practice designs and make improvements. Produce line drawings to show the patterns found in Ancient Roman Art.		monster that incorporates a successful pneumatic part. They will then follow their design plan and make a moving monster that uses a successful pneumatic part. The children will then evaluate their finished products
Year B	The Gunpowder Plot and The Great Fire of London (Art)	Plan and make bread that could have been sold in the bakery on pudding lane	Super Skies (Art)	Design and make a medieval castle with a functioning drawbridge to keep the princess safe. (DT)	Andy Goldsworthy (Art)	Design and make a windmill that you can use to detect the wind direction. (DT)

		(Linked to The Great Fire of London) (DT)				
	This theme of fire and light will be the starting point for this unit. Extend the variety of drawings tools Explore different textures Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records Apply colour using dotting, scratching, splashing The children will use chalks, paints, collage and mixed media to create pictures which	The children will investigate and evaluate bread products. They will also learn how bread products are an important part of a balanced diet. They shall also find out what different ingredients are needed and how ingredients can be altered as well as shaping to create different effects. The children will then design a bread product that would be suitable to sell in a bakery. Following a plan and their design, they will make their bread product.	In this unit, the children will look at how different artists paint and depict skies in different weathers and at different times of day/night. Use a range of tools and techniques including different brush sizes and types. Mix and match colours objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media. Name different types of paint and what effects can be made using them. Identify primary colours by name and then mix primary shades and tones.	The children will investigate different medieval castles and the components that they have. They will then explore different items that have a lever component and investigate how they work. The children will then use their findings to make a prototype lever system for a drawbridge. They will then design their castles and functional drawbridge system. Following their plan, they will then make their castle. The children will then evaluate their product.	The unit is based around the work of Andy Goldsworthy and his use of the outdoors to create his art. Using the local environment (School and/or Ilam Park) To sort natural items by material and colour To use a variety of materials to create paths and walls To select materials and make spirals or circles. To manipulate materials when creating sculptures. To use reflections in art work. Use photography to make permanent copies of the images created	The children will explore what windmills are and how they are used. They will then explore ways of making string bases as well as different ways in which to make the sails for a windmill. Using prior knowledge from their research, the children will design their own windmill. Following a plan, they will then make a windmill. Evaluate their finished product.

	depict images of light and fire. The children will also look at the work of artists who have painted pictures of the Great Fire of London.	Evaluate their own and each other's end products.	Add texture to paint to create different textures. e.g. sand Focus Artists to study: Van Gogh - Starry Night, Wheat field series, Aboriginal art, J W Turner			
Year C	Design and make a puppet of your choice that is suitable for a child. (DT)	Pattern and Printmaking (Art)	Pop Art (Art)	Design and make a chocolate bar that you would want to buy at the shop. (DT)	To design and make a Soap Box for you to compete in a race with (DT)	Women Artists (Art)
	Investigate a range of puppets and their features. The children will then work with fabric to create a finger puppet following a template and then they will decorate. Develop and practice sewing skills. Use the skills that they have acquired to design a glove puppet. Follow their design to make puppet thinking about appropriate	Research and investigate patterns in the environment; manmade and natural. Use ICT programmes to make patterns. Create patterns using a range of techniques and objects; impressed images, relief printing, poly printing etc Identify the different forms printing takes Develop ways to make the prints more complex to show textures and patterns	The children will learn about the influence of well-known pop artists such as Warhol, Lichtenstein and Hockney. Children will start to learn about the life, work and early techniques of the Pop Artists. Following this, they may either collect, organise and annotate information about them. To be able to use Warhol's blotted line	The children will explore a different range of chocolates and compare them based on what they like and dislike, thinking about taste, texture and appearance. Understand and know where and how a variety of ingredients are grown (cocoa beans) Prepare and cook a variety of chocolate bars using a range of cooking techniques (tempering, melting,	The children will investigate a variety of vehicles and their uses and their features. They will then investigate wheels, axels and chassis. To be able to investigate ways of creating and decorating the body of the soap box. To be able to design a soapbox using their prior knowledge from their investigations and research.	This unit will focus upon the work of well-known female artists. 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 from

	materials for their design. Be able to work safely and carefully whilst producing their products. Demonstrate and evaluate a finished product.	Look at the artwork of Gustav Klimt, Anni Albers and Sarah Morris to influence the pupils work.	technique to create artwork. To explore and recreate Warhol's 'Campbell's Soup' artwork. To use the techniques of the Pop Artists to recreate images of chocolate bars. Draw both the positive and negative shapes. Make initial sketches as a preparation for painting practice colour mixing techniques. Use a range of brush sizes to meet demands of their painting. E.g. larger brush for block colour and fine brushes for outlines and details.	mixing, experimenting) Using their research and prior knowledge, the children will develop a design to create their own chocolate bar. Children will make their chocolate bar. Children will evaluate their final product.	To be able to make a soapbox based on a design. To be able to evaluate a finished product.	around the world, describing the differences and similarities between different practices and disciplines, and making links to their own work. The children will study the work of female artists such as Frida Kahlo, Mary Cassatt, Gwen John, Yayoi Kusama and Berthe Morisot
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Please note that any food related topics can be subject to change dependant on allergies that may arise.

Spirituality:

- ***Promote the process of reviewing and evaluating their work, as well as providing opportunity to collaboratively evaluate others.***
- ***Allow time and space for children to enjoy, partake in and celebrate personal creativity***
- ***Explore how emotions are expressed through different mediums of art and design, through colour, texture, shapes etc.***
- ***Think about our responses to visual images - what emotions and feelings do they evoke? How do they evoke spirituality?***
- ***Explore art as a powerful social tool e.g. in advertising, political, social, propaganda, diverse issues.***
- ***Explore social conflict and resolution through artistic mediums and techniques***
- ***Experience a wide range of creative media from around the world in diverse cultures and religions***