

Art/DT long term plan overview 2023/2024

Design and Technology focus unit

Art and Design focus unit

Year group/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Stand Alone lessons
Nursery	Self portraits Drawing Painting- exploring the creative area and resources	Rangoli patterns Salt dough Diva lamps Christmas cards and crafts- sewing	Stick puppets Colours - primary and exploring mixing	Scissor skills Joining techniques Easter crafts	Patterns and textures with paint Junk modelling	Collage Printing	DT- Seasonal crafts Art- Seasonal crafts
EYFS	Structures: Junk modelling	Drawing: Marvellous marks	Textiles: Bookmarks	Painting and mixed media: Paint my world	Structures: Boats	Sculpture and 3D: Creation station Stand alone lesson- Seasonal crafts- salt painting	DT- Seasonal crafts Art- Seasonal crafts (Summer salt painting)
Year 1	Structures: Constructing a windmill (4 lessons)	Drawing: Make your mark (5 lessons) Wassily Kandinsky Bridget Riley	Textiles: Puppets (4 lessons) DT Design and technology Unit:	Sculpture and 3D: Paper play (5 lessons) Samantha Stephenson Louise	Cooking and nutrition: Fruit and vegetables (4 lessons) Art and design Unit: Craft:	Painting and mixed media: Colour splash (5 lessons) <i>Clarice Cliff and Jasper Johns</i>	DT Design and technology Unit: Mechanisms: Making a moving story book (Lesson 1)

			Mechanisms: Making a moving story book (Lesson 1)	Bourgeois	Woven wonders (Lesson 1, 2 and/or 3) <i>Bracelets for summer fair??</i>		Art and design Unit: Craft: Woven wonders (Lesson 1, 2 and/or 3) <i>Cecilia Vicuña- 3D artist</i> <i>Judith Scott- wrapping- Bracelets for summer fair?</i>
Year 2	Craft and design: Map it out (5 lessons) <i>Susan Stockwell, Kim Soon Im, Josef Albers, Eduardo Paolozzi, Matthew Cusick</i>	Structures: Baby bear's chair (4 lessons)	Painting and mixed media: Life in colour (5 lessons) <i>Romare Bearden</i>	Mechanisms: Fairground wheel (4 lessons)	Sculpture and 3D: Clay houses (5 lessons) <i>Rachel Whiteread, Ranti Bam</i>	Mechanisms: Making a moving monster (4 lessons) Art Stand alone unit- Drawing Telling a Story (Lesson 2, 4 and /or 5)	Summer 2: Art and design Unit: Drawing: Tell a story (Lesson 2, 4 and /or 5) <i>Quentin Blake</i>
Year 3	Cooking and nutrition: Eating seasonally (4 lessons)	Drawing: Growing artists (5 lessons) <i>Max Ernst, Carl Linnaeus, Georgia</i>	Digital world: Electronic charm (4 lessons)	Craft and design: Ancient Egyptian scrolls (5 lessons)	Structures: Constructing a castle (4 lessons) Art and design Unit: Painting	Sculpture and 3D: Abstract shape and space (5 Lessons) <i>Anthony Caro and Ruth</i>	Art and design Unit: Summer 1 Painting and mixed media: Prehistoric painting (Lesson 1, 3

		<p><i>O'Keeffe, Maud Purdy</i></p> <p>Design and technology Unit: Textiles: Cross-stitch and appliqué (Lesson 1) Xmas decoration</p>			<p>and mixed media: Prehistoric painting (Lesson 1, 3 and /or 4) Link to Stone Age Boy text in Lit</p>	<p><i>Asawa</i></p>	<p>and /or 4)</p>
Year 4	<p>Drawing: Power prints (5 lessons)</p> <p><i>George Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore</i></p>	<p>Structure: Pavilions (4 lessons)</p> <p>DT Unit: Textiles: Fastenings- Design and create a Christmas item with a fastening</p>	<p>Painting and mixed media: Light and dark (5 lessons)</p> <p><i>Clara Peeters Audrey Flack</i></p>	<p>Mechanical systems: Making a slingshot car (4 lessons)</p>	<p>Craft and design: Fabric of nature (5 lessons)</p> <p><i>Ruth Daniels, Senanayake, Megan Carter, William Morris</i></p> <p>Design and technology Unit: Food: adapting a recipe (Lesson 1)</p>	<p>Electrical systems: Torches (4 lessons)</p> <p>Art and design Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)</p>	<p>Design and technology Unit: Food: adapting a recipe (Lesson 1)</p> <p>DT Unit: Textiles: Fastenings- link to stocking at Christmas (Lesson 1)</p> <p>Art and design Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)</p>
Year 5	<p>Electrical systems:</p>	<p>Sculpture and 3D: Interactive</p>	<p>Mechanical systems:</p>	<p>Drawing: I need space (5)</p>	<p>Cooking and nutrition:</p>	<p>Painting and mixed media:</p>	<p>Art and design Unit: Craft and</p>

	Doodlers (4 lessons)	installation (5 lessons) <i>Cai Guo-Qiang</i>	Making a pop-up book (4 lessons)	lessons) <i>Ties Albers</i>	What could be healthier? (4 lessons) Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5) <i>Zaha Hadid, Hundertwasser</i>	Portraits (5 lessons) <i>Chila Kumari Singh Burman, Njideka Akunyili Crosby, Vincent van Gogh, Frida Kahlo, Maggie Scott</i>	design: Architecture (Lesson 3, 4 and/or 5) <i>Zaha Hadid, Hundertwasser</i>
Year 6	Craft and design: Photo opportunity (5 lessons) <i>Hannah Hoch, Derek O Boateng, Crosby Chuck Close, Edward Weston</i>	Textiles: Waistcoats (4 lessons)	Drawing: Make my voice heard (5 lessons) <i>Dan Fenelon, Diego Rivera, Leonardo Da Vinci, Banksy, Pablo Picasso,</i>	Structure: Playgrounds (4 lessons)	Sculpture and 3D: Making memories - (5 lessons) <i>Judith Scott, Yinka Shinobare, Nicola Anthony, Louise Nevelson, Joseph Cornell</i>	Digital world: Navigating the world (4 lessons) Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)	Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)

Supporting Pupils with SEND

Pupils to give consideration to: xxxxxxxx

Strategies (taken from NASEN)

ART:

Planning Inclusive lessons:

- Teachers should be aware of children who KAPOW lesson plans may need adapting for beforehand
- Identify any environmental sensitivity risks
- Identify ways to adapt equipment or workspaces, scale of artwork etc to allow children to access art sessions.
- Consider carefully the balance of adult support alongside opportunities for children to work independently to encourage creativity.
- Be mindful of vocabulary/understanding- could this be a barrier to the children accessing the art session?
- Give all children a chance to shine- the range of pedagogical approaches that art and design can offer, is useful for many learners to overcome some of the barriers that may present themselves in other curriculum areas.

Creating an Inclusive environment:

- Consider the learning environment to ensure each learner can access the curriculum, ensuring those with physical and sensory issues along with self-regulating behaviours are catered to.
- Considering the resources used, those who struggle with fine motor skills may need a wider resource base.
- Ensuring an accurate amount of space for the session to support all children's learning.
- Adapt visual and auditory aids for those who are in need.
- Plenty of discussion time to allow all children to have a voice in the classroom, each child's idea is valid and there are many different ways to approach the topic to get the result intended.
- Example art and DT work from previous years in a range of abilities.
- Pre Teaching vocabulary.

Curriculum considerations:

- Sketchbooks are paramount to allowing children to explore ideas, techniques and investigate a range of artists. They also capture the learning journey of pupils and can be used to show progress in creativity.

Learners in Key Stage One:

- Learners should be given opportunities to continue to develop their independence.
- New vocabulary should be displayed and used by adults regularly

Learners in Key Stage Two:

- Should build upon the learning children have previously been exposed to.
- Sketchbooks should be used to record observations and plan in, these books should be modelled on how to be used by the teacher.
- Expand upon the contextual side of the subject by exploring artists and designers.
- Revisit and experiment with a range of artistic techniques in order to achieve mastery..

Learners with literacy difficulties:

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities- knowledge organisers
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.
(Additionally to the Kapow videos as they may be too quick of children may benefit from watching them on repeat whilst working)

Learners who struggle to retain vocabulary:

- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners. (Knowledge organisers)
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

Learners who struggle with fine motor skills:

- Consider using adhesives that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media - some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson in advance, to consider where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

Learners who struggle with attention:

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes. (Examples on Kapow and MTPs of examples of lots of completed projects)
- Giving time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

Learners who need additional time to develop contextual understanding

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.

- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach. (Kapow videos)
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

SMSC-

Spiritual Education:

- Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities
- Appreciate the achievements of other artists both contemporary and from the past
- Develop fascination, awe and wonder in the work of others

Moral Education:

- Talk about how artists and designers represent moral issues through their work

Social Education:

- Collaborate to create pieces of work
- Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class
- Recognise the need to consider the views of others
- Develop collaborative, cooperative and teamwork skills

Cultural Education:

- Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts
- Explore a range of festivals and celebrations from our own and other cultures