

Benington Primary School Curriculum Map Art/DT

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Acorn Class	<p><u>Creating with Materials:</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories <p><u>Being Imaginative and Expressive:</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music <p><u>In addition:</u></p> <ul style="list-style-type: none"> • Christmas cards • Christmas Wishes • Mother’s Day cards • Easter cards • Father’s Day cards 					
Year A Willow 1/2	<p>Portraits (Art)</p> <p>Skills create different portraits using a range of techniques, including drawing, painting, and collage.</p>	<p>Pirate Paddy’s Packed Lunch Problems (DT)</p> <p>Skills To explore an existing product and describe its problems and positives; <ul style="list-style-type: none"> • draw a design and describe it; • build strong structures; • test their own product and suggest improvements </p>	<p>Joan Miró (Art)</p> <p>Skills Use their imagination to create drawings, paintings and sculptures. <ul style="list-style-type: none"> • Talk about the colours, shapes, and marks that they have used, and to identify at least one way in which their work is similar to Joan Miró’s and one way in which it is different. • Use materials and tools effectively, such as using sculpting tools to add detail to a sculpture. </p>	<p>Dip and Dippers (DT)</p> <p>Skills To explore an existing product and describe its problems and positives; <ul style="list-style-type: none"> • draw a design and describe it; • build strong structures; • test their own product and suggest improvements </p>	<p>Colour Chaos (Art)</p> <p>Skills Mix a range of secondary and tertiary colours. <ul style="list-style-type: none"> • Mix shades. • Mix tints. • Decide if colours are warm or cool. </p>	<p>Moving Pictures Traditional Tales (DT)</p> <p>Skills Evaluate how well a product works. <ul style="list-style-type: none"> • Draw a simple design and add annotations. • Make a picture which aims to have two moving mechanisms. • Use design criteria to help guide the making and evaluation process </p>

Benington Primary School Curriculum Map Art/DT

			<p>Knowledge To learn about Joan Miró</p>	<p>Knowledge Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet.</p>		
	<p>Vocabulary Portrait, self-portrait, realistic, detailed, features, Warm colours, cold colours, emotions, compare, Picasso, Blue Period, Collage, abstract, cubist, cubism, line drawing, watercolour, Pop Art, unrealistic, repeated image, pattern, oil pastels</p>	<p>Vocabulary Evaluate, Design, product, existing, Materials, waterproof, strong, protect, reclaimed, equipment, safety, join, structure, hinges, design criteria, specification, test, Improvement</p>	<p>Vocabulary Sculpture, Similar, Different, Joan Miró, painting, Magical Realism, Surrealism, realistic, colour, size, line, straight, vertical, horizontal, diagonal, curved, geometric, Sculpture, clay</p>	<p>Vocabulary Ingredients, dips, evaluate, senses, taste, texture, smell, appearance, Protein, dairy, fruit, vegetables, carbohydrate, balanced, diet, equipment, method, design, Product, design criteria</p>	<p>Vocabulary Primary colours, Piet Mondrian, abstract Art, Secondary colours, Mark Rothko, Neutral colours, tints, Paul Klee, shades, Jackson Pollock, Warm colours, cool colours, Robert Delaunay, Sonia Delaunay, Wassily Kandinsky</p>	<p>Vocabulary Evaluate, design, annotation, moving mechanism, Design criteria, Moving, picture, book, story, traditional tale, lever, slider, pivot, wheel, push, pull, direction, up, down, left, right, evaluate, product</p>
Year B Willow 1/2	<p>Landscapes and Cityscapes (Art)</p>	<p>Our Fabric Faces (DT)</p>	<p>LS Lowry (Art)</p>	<p>Fabric Bunting (DT)</p>	<p>Nature Sculptures (Art)</p>	<p>Sensational Salads (DT)</p>
	<p>Skills</p> <ul style="list-style-type: none"> • Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials. • Describe the work of at least two artists, identifying one similarity and one difference between their work 	<p>Skills</p> <ul style="list-style-type: none"> • Create a template. • Create a simple design to explain what they intend to do. • Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. • Use a template to shape a piece of fabric. • Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. • Create a fabric face that reflects their own 	<p>Skills</p> <p>Paint a seascape.</p> <ul style="list-style-type: none"> • Compare two paintings. • Mix and say something about Lowry colours. • Say something about Lowry's industrial landscape paintings. • Guess what matchstick figures are doing in a Lowry painting. • Draw matchstick figures that show an action. • Use scissors safely and effectively. • Assemble a collage 	<p>Skills</p> <p>Judge existing products on a simple scale.</p> <ul style="list-style-type: none"> • Use a graphics program to create a simple design. • Work with support to cut out a fabric shape. • Start to demonstrate how to create a basic stitch. • Decorate a piece of fabric. • Say what they like and dislike about the design of existing products. • Use a graphics program to repeat and fill images to create an appealing design. 	<p>Skills</p> <p>All children should be able to make a nature Sculpture using methods learned over previous topics</p>	<p>Skills</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use measuring spoons, zesters and juicers to prepare dishes. • Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. • Follow a simple recipe. • Work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes.

Benington Primary School Curriculum Map Art/DT

		<p>face.</p> <ul style="list-style-type: none"> Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. Evaluate their product saying what they like and what they could improve. 	<p>Knowledge Learn about Lowry's industrial landscape paintings.</p>	<ul style="list-style-type: none"> Demonstrate some accuracy when cutting around a fabric shape. Create a seam using a running stitch. Choose appropriate fabric to add decoration. 	<p>Knowledge to know natural materials that are easily found in the local environment.</p>	<p>Knowledge Know how to eat a healthy and varied diet.</p> <ul style="list-style-type: none"> Understand that some food is grown and some food is caught <p>Explain that the food they eat can be split into different groups and know they should eat a balance of foods to have a healthy and varied diet. Understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes.</p>
	<p>Vocabulary colour, texture, pattern and line Monet, landscape, cityscape, Impressionism, bold brushstrokes, bright colours, pastels, Vincent van Gogh, artist, oil paint, acrylic paint, Neo-Impressionism, Metzinger</p>	<p>Vocabulary Template, Design, Technique, Design criteria, Evaluation fabric, textile, lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon, wool, fur, join materials, tools, annotated drawing</p>	<p>Vocabulary LS Lowry, industrial, landscape, gallery, charcoal, pencil, paint, drawing, painting, Perspective, Matchstick figures, Collage</p>	<p>Vocabulary Fabric, Evaluate, product, bunting, existing, program, graphics, computer, template, felt, trace, accurately, Needle, thread, running stitch, seam, starting off, finishing off</p>	<p>Vocabulary Sculpture, Natural, Natural materials, Nature, Environment, Sculpture, statue, model, work, work of art, 3-D, land art, Collage</p>	<p>Vocabulary Recipe, Healthy diet, Measuring spoon, Zester, Preparing, Fruit, vegetable, plant, root, evaluate, texture, smell, appearance, taste, Hygiene, blend, grate, mix, peel, chop, slice, Protein, vitamins, minerals</p>
Year A Beech 3/4	<p>Collage rainforest animal (art)</p>	<p>Pointillist and Impasto Paintings Christmas card (Art) Christingle (DT)</p>	<p>Water Colour Painting Mothers' Day card (art)</p>	<p>Water colour painting Easter card (Art)</p>	<p>Fathers' day card (art) Viking Shield & Helmet (DT)</p>	<p>Viking long boat (DT) Pencil self-portrait (art)</p>
	<p>Skills Create a classroom display of 'Rainforest Layers' • Use different textures/shades to create leaves and greenery</p>	<p>Skills</p> <ul style="list-style-type: none"> Design and make Christmas Card Create 'Conté crayon' sketches of a local waterway and a painting in the 'pointillist' style. 	<p>Skills Draw illustrations.</p> <ul style="list-style-type: none"> Make a portrait. Paint with colour. Paint part of a famous artwork. - Design and make Mothers' Day Card 	<p>Skills Draw a building</p> <ul style="list-style-type: none"> Make a shape house Paint like a famous artist Draw a portrait Use a sketchbook Make a hat - Design and make Easter Card 	<p>Skills make a design for a Viking shield based on study of Viking shield designs. -plan, draw then sketch a design for shield -paint design</p>	<p>Skills -plan a design for a longship -evaluate how own design could be improved -create strength in their structure -ensure ship is of a similar design style to an original</p>

Benington Primary School Curriculum Map Art/DT

	<ul style="list-style-type: none"> • Use collage and pastels to create rainforest animals • Develop art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art. 	<ul style="list-style-type: none"> • Use impasto painting to recreate one of Berthe Morisot's coast paintings. • make a Christingle 			<ul style="list-style-type: none"> -Attach design to a card circle and make a handle. -Measure head and make cardboard helmet to fit using templates. -paint helmet -Design and make Fathers' Day Card 	<ul style="list-style-type: none"> -evaluate through discussion how own design could be more successful -experiment with different drawing materials and techniques to create an image which is in proportion -enhance drawing with shades, tones -begin to show an awareness of how light and shadow affects the subject. -develop their drawing technique. -make a close observational drawing using mirrors
		<p>Knowledge</p> <ul style="list-style-type: none"> • Learn about Christingle Tradition • Learn about Berthe Morisot 	<p>Knowledge</p> <p>Know about the artist Thomas Gainsborough</p> <p>Know about the artist Sonia Boyce.</p> <ul style="list-style-type: none"> • Know about the artist Howard Hodgkin. • Know about the artist Anish Kapoor. • Know about the artist Lucien Freud. • Know about the artist Paula Rego. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Learn information about the artist Anselm Kiefer • Learn information about the artist Michelangelo • Learn information about the architect Le Corbusier • Learn information about the artist Rembrandt • Learn information about the designer Coco Chanel • Learn information about the artist Salvador Dali 	<p>Knowledge</p> <p>Learn about Viking shields</p>	<p>Knowledge</p> <p>To learn about the design and build of the Viking longship.</p>
	<p>Vocabulary</p> <p>Texture</p> <p>Shade</p> <p>Collage</p> <p>Pastel</p> <p>Technique</p> <p>Experimentation</p>	<p>Vocabulary</p> <p>'pointillist' style</p> <p>Christingle</p>	<p>Vocabulary</p> <p>Artist</p> <p>illustration</p>	<p>Vocabulary</p> <p>Artist</p> <p>Architect</p> <p>Portrait</p> <p>famous</p>	<p>Vocabulary</p> <p>Attach</p> <p>Template</p> <p>Design</p> <p>measure</p>	<p>Vocabulary</p> <p>Observational drawing</p> <p>Proportion</p> <p>Techniques</p> <p>Enhance</p> <p>Awareness</p> <p>Image</p>

Benington Primary School Curriculum Map **Art/DT**

Year B Beech 3/4	Chalk cave drawings (art)/clay sculptures(DT)	Clay scarab (DT) Christmas card (art)	Roman mosaic (DT) Mother's day card (art)	Acrylic painting Easter card (art)	Water colour portrait Father's day card (art)	Mixed media flag Pencil self-portrait (art)
	<p>Skills Be able to put the date artworks were made in chronological order -Discuss the nature of art -To make ice age (palaeolithic) cave paintings -To make an ice age sculpture or bullroarer</p>	<p>Skills Improve their mastery of art and design techniques, including drawing, painting, and sculpture. •Use a range of equipment to perform practical tasks. •Use a range of materials.</p>	<p>Skills •Explore ideas to improve mastery of art and design techniques (printing). •Begin to evaluate and analyse their work.</p>	<p>Skills mix colours, tints and shades. -use colours to paint a circles painting.</p>	<p>Skills Produce an observational drawing. • Make a maquette. • Show shapes and colours. • Draw a person in pen. • Use a sketchbook. • Make clothes out of paper. • Draw a body in charcoal. • Make a 3D model.</p>	<p>Skills experiment with different textures, man-made and natural -use different textures to create specific effects. -make a collage picture of a flag that can be explored by touch -experiment with different drawing materials and techniques to create an image which is in proportion -enhance drawing with shades, tones -begin to show an awareness of how light and shadow affects the subject. -develop their drawing technique. -make a close observational drawing using mirrors.</p>
	<p>Knowledge Explain how art changed over time in prehistory</p>		<p>Knowledge Understand the historical and cultural development of art forms (mosaics).</p>	<p>Knowledge Know an interesting fact about Wassily Kandinsky. Know about one of Kandinsky's paintings.</p>	<p>Knowledge Recall facts about the artist Julian Opie. • Recall facts about the artist Henry Moore. • Recall facts about the artist Giacometti. • Recall facts about the designer Vivienne Westwood.</p>	
	<p>Vocabulary (palaeolithic) cave paintings Chronological prehistory</p>	<p>Vocabulary Mastery Technique Sculpture Drawing painting</p>	<p>Vocabulary cultural development of art forms (mosaics). Technique Printing Evaluate Analyse</p>	<p>Vocabulary Mix Colour Tint shade Technique</p>	<p>Vocabulary observational drawing. Maquette Observational Artist Designer 3D model</p>	<p>Vocabulary Experiment Texture Specific effect Collage Enhance Shade Technique Observational tone</p>
Year A Oak 5/6	Making a diorama (DT) Tudor art	Printing cameos Christmas card (art)	Mother's day card Wax resist printing Potato printing (art)	Easter card Scaling pictures Film posters (art)	Self portrait Father's day card (art)	Water colour painting (art)

Benington Primary School Curriculum Map Art/DT

	<p>Skills To represent the same image in different ways: using a picture of William Shakespeare, represent it in charcoal, pencil, pastel and paint and evaluate the different effects. To create anamorphic images using different techniques. To design and create a 3d diorama using different materials.</p>	<p>Skills To draw with control and accuracy To work in the style of William Morris in drawing. To explore how to create a print block and to build up a multi-layered print over several sessions.</p>	<p>Skills Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing and painting and work with a range of materials Evaluate and analyse creative works using the language of art To compare different styles of printing.</p>	<p>Skills To draw with accuracy To use a range of pencils to create light and shade. To use the technique for scaling up images. To learn how to create the illusion of movement with still images.</p>	<p>Skills Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing and painting and work with a range of materials Evaluate and analyse creative works using the language of art</p>	<p>Skills To mix colours accurately To match colours to an original. Design their own way to represent the painting using different media. Evaluate the success of their representation against the effect that they were trying to achieve.</p>
	<p>Knowledge To explore the work of significant artists from history: An in depth study of the Ambassadors by Hans Holbein To understand symbolism and messages in art</p>	<p>Knowledge To study significant artists from the past To explore the work of William Morris and to understand his style and motivation. To understand the cameo and how it is created. To explore the use of silhouette in art. To learn about designers in history</p>	<p>Knowledge Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To understand how a drawing can be turned into a representational design. To understand the theory behind wax resist art.</p>	<p>Knowledge To understand the importance of design and how it is used in film and theatre</p>	<p>Knowledge Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Explore the work of: Van Gogh, Picasso, Andy Warhol, Gloria Steinheim, Lucien Freud.</p>	<p>Knowledge To explore the different techniques of watercolour by working on wet and dry paper. Explore the great wave by Hokusai and how his work has been copied</p>
	<p>Vocabulary Image Represent anamorphic images significant artist symbolism</p>	<p>Vocabulary Control Accuracy Print block Multi-layered Cameo Silhouette designer</p>	<p>Vocabulary Proficient Evaluate Analyse Craft maker historical and cultural development representational design. wax resist art</p>	<p>Vocabulary Design Accuracy Scaling up images illusion of movement</p>	<p>Vocabulary Evaluate and analyse historical and cultural development</p>	<p>Vocabulary Mix Match Design Media Evaluate technique</p>
Year B Oak 5/6	The impressionists (paint and collage) Art	Making recycled paper (DT)Recycled fashion art (DT) Stained glass windows (art)	Chalk and charcoal drawing (art) Papier mache (DT)	Modern art Graffiti art (art) Making cams in moving models (DT)	Shelter design and building (DT)	Greek still life (art) and painting Greek pottery art Clay pots (DT)

Benington Primary School Curriculum Map Art/DT

<p>Skills To explore creating effects using different media. Investigate combining materials.</p>	<p>Skills To design a product made from recycled materials Use a range of materials to create new products. To consider how to join and combine materials. To consider the function of the object as well as its appearance. To evaluate the effectiveness of the design To explore how different colours can be merged to create new effects</p>	<p>Skills To improve their mastery of art and design techniques. To explore and compare using chalk on black paper and charcoal on white paper. To use water colour paint effectively to represent the planets. To explore different art techniques for creating the representation of a nebula in art.</p>	<p>Skills To explore and evaluate modern art and what it means. To reproduce work in the style of: Keith Haring and Banksy To understand how a simple cam works To construct a simple working cam</p>	<p>Skills To evaluate simple shelters made by people in the past. To discuss features of effective design related to the purpose of the shelter. To make 2d annotated designs. To construct small scale models. To build full sized models using plans. To evaluate the effectiveness of their design</p>	<p>Skills To represent objects realistically in paint and pastels. To make a sketch drawing first To mix colours accurately To use the medium of clay to create a pot. To join sections of clay using slip. To apply paint to a clay surface. To explore the different shapes that can be achieved using clay</p>
<p>Knowledge To understand the term impressionist and be able to recognise the impressionist style. To become familiar with famous artists and their techniques.</p>	<p>Knowledge To consider the properties of different materials to do a job.</p>	<p>Knowledge To understand how to build up papier mache to create a 3d model of a planet.</p>	<p>Knowledge Respond to modern art and what they like and dislike about it.</p>	<p>Knowledge To learn about architects in history and to be able to discuss their designs and compare them to works of other well known architects.</p>	<p>Knowledge To understand that still life was a particular art form popular in the past and that objects were chosen to signify something. To be able to “read” a still life and explain what it indicates. To understand how clay can be shaped and designed to make a useful artefact. To consider how decorating the pot can make it more beautiful.</p>

Benington Primary School Curriculum Map Art/DT

	<p>Vocabulary Media Investigate Impressionist technique</p>	<p>Vocabulary Properties Evaluate Effectiveness Explore Effect Function Appearance Design Recycled</p>	<p>Vocabulary papier mache 3D model Technique Explore compare</p>	<p>Vocabulary Respond Cam Explore Evaluate Reproduce</p>	<p>Vocabulary Architect Design 2d annotated designs. Scaled Construct Evaluate Shelter</p>	<p>Vocabulary Still life Decorating Artefact</p>
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