

## Long Term Curriculum Plan: Art, Design & Technology



| Year<br><b>A</b> |                  |  |                                 | Long-Term Art, Design & Technology Plan   |   |  |                               |  |  |
|------------------|------------------|--|---------------------------------|---|---|--|-------------------------------|--|--|
|                  |                  | Aut  | umn                             | Spr   | ing   | Sum  | ımer                          |  |  |
|                  |                  | 1  | 2                               | 1   | 2   | 1  | 2                             |  |  |
| R                | Theme            | The Toy Stor   | ry & Beyond!                    | Rumble in the Jungle  |   | Once Upon a Time   |                               |  |  |
|                  | Subject          | Art & Design<br>Old Bear<br>To investigate mark<br>making<br>To work in the style of<br>Jane Hissey                    | Design & Tech<br>Finger Puppets | Art & Design<br>To investigate and work in<br>the style of Andy<br>Goldsworthy<br>To make observational<br>drawings of feathers /<br>leaves<br>To create a textile feather<br>/ leaf with decorative<br>stitching | Design & Tech<br>To design and make a<br>winding mechanism to<br>make a jungle vine or tree<br>grow | Art & Design<br>Self Portraits<br>Family Portraits from the<br>Past<br>To investigate mark<br>making<br>To work in the style of<br>Picasso | Design & Tech<br>Photo Frames |  |  |
|                  | Curriculum Focus | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Collage</li> <li>Work of another artist</li> </ul> | • Textiles                      | <ul> <li>Exploring and<br/>Developing Ideas</li> <li>Drawing</li> <li>Sculpture</li> <li>Collage</li> <li>Textiles</li> <li>Work of another artist</li> </ul>   | <ul> <li>Mechanisms - winding mechanisms</li> </ul>   | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> <li>Work of another artist</li> </ul>                    | Structures                    |  |  |

|                  |                  |  |                                 | Haslington Prim   | ary Academy   |  |                               |  |  |
|------------------|------------------|--|---------------------------------|---|---|--|-------------------------------|--|--|
| Year<br><b>B</b> |                  |  |                                 | Long-Term <b>Art, Design</b>  | Long-Term Art, Design & Technology Plan   |  |                               |  |  |
|                  |                  | Aut  | umn                             | Spr   | ing   | Sum  | imer                          |  |  |
|                  |                  | 1  | 2                               | 1   | 2   | 1  | 2                             |  |  |
|                  | Theme            | The Toy Stor   | ry & Beyond!                    | Rumble in the Jungle  |   | Once Upon a Time   |                               |  |  |
| R                | Subject          | Art & Design<br>Old Bear<br>To investigate mark<br>making<br>To work in the style of<br>Jane Hissey                    | Design & Tech<br>Finger Puppets | Art & Design<br>To investigate and work in<br>the style of Andy<br>Goldsworthy<br>To make observational<br>drawings of feathers /<br>leaves<br>To create a textile feather<br>/ leaf with decorative<br>stitching | Design & Tech<br>To design and make a<br>winding mechanism to<br>make a jungle vine or tree<br>grow | Art & Design<br>Self Portraits<br>Family Portraits from the<br>Past<br>To investigate mark<br>making<br>To work in the style of<br>Picasso | Design & Tech<br>Photo Frames |  |  |
|                  | Curriculum Focus | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Collage</li> <li>Work of another artist</li> </ul> | • Textiles                      | <ul> <li>Exploring and<br/>Developing Ideas</li> <li>Drawing</li> <li>Sculpture</li> <li>Collage</li> <li>Textiles</li> <li>Work of another artist</li> </ul>   | <ul> <li>Mechanisms - winding mechanisms</li> </ul>   | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> <li>Work of another artist</li> </ul>                    | Structures                    |  |  |

## Long-Term Art, Design & Technology Plan

|     |                         |  |                      | 1  |                                | 1   |  |
|-----|-------------------------|--|----------------------|--|--------------------------------|---|--|
|     |                         | Auto   | umn                  | Spr  | ing                            | Sum   | imer                                   |
|     |                         | 1  | 2                    | 1  | 2                              | 1   | 2                                      |
|     | Theme                   | How has Crewe chan                             | ged since the 1950s? | How does Haslington compare to Naro Maru?  |                                | What impact did two great fire events have on<br>England? |  |
|     |                         | Art & Design                                   | Design & Tech        | Art & Design                               | Design & Tech                  | Art & Design  | Design & Tech                          |
|     |                         | To work in the style of                        | Christmas            | Can building speak?                        | To design a piece of           | Tudor Houses  | To design & make an                    |
|     |                         | Monet's 'Water Lilies and                      | Decorations          | To observe and draw key                    | equipment for our              | How are Tudor houses                                      | emergency vehicle that                 |
|     |                         | the Japanese Bridge'                           |                      | features of the school                     | playground / Kenyan            | different from ours?                                      | can roll on wheels.                    |
|     |                         | To create a version of the                     |                      | building / building in                     | school playground              | To create artwork based                                   |  |
|     | sct                     | painting based on images                       |                      | Kenya                                      |                                | on Fire of London /                                       |  |
|     | Subject                 | of lake in Queen's Park                        |                      | To create press-print tiles                |                                | Nantwich  |  |
|     | Su                      | Crewe  |                      | representing features of                   |                                |   |  |
| KS1 |                         |  |                      | the school building /                      |                                |   |  |
|     |                         |  |                      | Kenyan building                            |                                |   |  |
|     |                         |  |                      | To investigate and work in                 |                                |   |  |
|     |                         |  |                      | the style of                               |                                |   |  |
|     |                         |  |                      | Hundertwasser                              |                                |   |  |
|     | sr                      | <ul> <li>Exploring &amp; developing</li> </ul> | Textiles             | <ul> <li>Exploring and</li> </ul>          | <ul> <li>Structures</li> </ul> | <ul> <li>Exploring &amp; developing</li> </ul>            | <ul> <li>Mechanisms - axles</li> </ul> |
|     | OCL                     | ideas  |                      | Developing Ideas                           |                                | ideas   |  |
|     | μF                      | <ul> <li>Drawing</li> </ul>                    |                      | Drawing                                    |                                | <ul> <li>Drawing</li> </ul>                               |  |
|     | Ilur                    | <ul> <li>Painting</li> </ul>                   |                      | Painting                                   |                                | <ul> <li>Painting</li> </ul>                              |  |
|     | rict                    | <ul> <li>Work of another artist</li> </ul>     |                      | Printing                                   |                                | <ul> <li>Printing</li> </ul>                              |  |
|     | <b>Curriculum Focus</b> |  |                      | <ul> <li>Work of another Artist</li> </ul> |                                | <ul> <li>Work of another artist:</li> </ul>               |  |
|     | U                       |  |                      |  |                                | Linda Calverley   |  |

## Long-Term Art, Design & Technology Plan

|     |                  | Auto   | umn   | Spi  | ring  | Sun   | nmer  |
|-----|------------------|--|---|--|---|---|---|
|     |                  | 1  | 2   | 1  | 2   | 1   | 2   |
|     | Theme            | 한 표 The Longest Reign  |   | The Life of a Nurse  |   | Going to the Seaside  |   |
| KS1 | Subject          | Art & Design<br>Portraits of Queen<br>Elizabeth II<br>To sketch the Queen's<br>portrait based on a royal<br>stamp<br>To collage a version of a<br>postage stamp<br>To study & recreate<br>Andy Warhol's<br>representations of Queen<br>Elizabeth II.<br>To sculpt a coin | <b>Design &amp; Tech</b><br>To design a new pair of<br>knickers for Queen<br>Elizabeth II | Art & Design<br>To investigate colour &<br>colour mixing<br>To study the work of<br>Mondrian and Kandinsky             | <b>Design &amp; Tech</b><br>To design an Easter card<br>with a moving picture | Art & Design<br>To investigate natural &<br>manmade materials & to<br>create a seaside-themed<br>weaving  | <b>Design &amp; Tech</b><br>To design dips & dippers<br>for a summer picnic |
|     | Curriculum Focus | <ul> <li>Exploring and<br/>Developing Ideas</li> <li>Drawing</li> <li>Sculpture</li> <li>Collage</li> <li>Work of another artist</li> </ul>  | <ul> <li>Textiles - based on the<br/>story 'The Queen's<br/>Knickers'</li> </ul>          | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> <li>Work of other artists</li> </ul> | Moving pictures   | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Textiles</li> <li>Printing</li> <li>Work of another artist:<br/>Andy Goldsworthy</li> </ul> | Cookery & nutrition   |

|     |                  | Long-Term Art, Design & Technology Plan   |   |  |   |   |   |  |  |  |
|-----|------------------|---|---|--|---|---|---|--|--|--|
|     |                  | Aut   | umn   | Spi  | ring  | Sum   | imer  |  |  |  |
|     |                  | 1   | 2   | 1  | 2   | 1   | 2   |  |  |  |
| L   | Theme            | Where it  | all Began   | Early Civilisations - Ancient Egypt  |   | Road Trip Across the USA  |   |  |  |  |
|     | Subject          | Art & Design<br>To investigate & create<br>cave paintings   | <b>Design &amp; Tech</b><br>To design & make a new<br>toy for Cave Baby   | Art & Design<br>To create a cartouche<br>To create an ancient<br>Egyptian headdress                            | <b>Design &amp; Tech</b><br>To design & build a<br>working shaduf | Art & Design<br>To work in the style of<br>North American artist<br>John Singer Sargent, Ansel<br>Adams & Mary Cassatt                      | <b>Design &amp; Tech</b><br>To design & make<br>American pancakes |  |  |  |
| KS2 | Curriculum Focus | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> <li>Work of another artist: ancient cave art</li> </ul> | <ul> <li>Textiles - design &amp; make<br/>a stuffed toy for the<br/>character 'Cave Baby'<br/>from Julia Donaldson<br/>story</li> </ul> | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Painting</li> <li>Sculpture</li> </ul> | Structures & mechanisms   | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Painting</li> <li>Collage</li> <li>Work of other artists</li> </ul> | Cookery & nutrition   |  |  |  |

|     |                  | Long-Term Art, Design & Technology Plan   |  |   |   |   |  |  |  |  |  |
|-----|------------------|---|--|---|---|---|--|--|--|--|--|
|     |                  | Aut   | umn  | Spi   | ring  | Sun   | nmer   |  |  |  |  |
|     |                  | 1   | 2  | 1   | 2   | 1   | 2  |  |  |  |  |
|     | Theme            | Ancient   | Greece   | Europe  |   | Romans Revolt   |  |  |  |  |  |
| L   | Subject          | Art & Design<br>To create a clay pot<br>To design & create an<br>Ancient Greek story pot<br>using ink | <b>Design &amp; Tech</b><br>To design & make a<br>Christmas tree that lights<br>up | Art & Design<br>To study & work in the<br>style of European artists   | <b>Design &amp; Tech</b><br>To design & make a<br>sandwich inspired by a<br>European county for a<br>Europe Day celebration | Art & Design<br>To design a piece of<br>Roman jewellery<br>To create Roman style<br>mosaics                   | <b>Design &amp; Tech</b><br>To design & make a<br>Roman catapult |  |  |  |  |
| KS2 | Curriculum Focus | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> </ul>               | Electrical systems   | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Painting</li> <li>Sculpture</li> <li>Work of other artists:<br/>Seurat, Coco Chanel,<br/>Salvador Dali</li> </ul> | Cookery & nutrition   | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Sculpture</li> <li>Collage</li> </ul> | Structures   |  |  |  |  |

|     |                  | Long-Term <b>Art, Design &amp; Technology</b> Plan |                              |  |   |  |   |  |  |  |
|-----|------------------|--|------------------------------|--|---|--|---|--|--|--|
|     |                  | Auto   | umn                          | Spr  | ing   | Sum  | imer  |  |  |  |
|     |                  | 1  | 2                            | 1  | 2   | 1  | 2   |  |  |  |
|     | Theme            | Where it   | all Began                    | Early Civilisations - Shang Dynasty            |   | Road Trip Across the USA                       |   |  |  |  |
|     |                  | Art & Design                                       | Design & Tech                | Art & Design                                   | Design & Tech                                 | Art & Design                                   | Design & Tech                               |  |  |  |
|     | ,                | Stonehenge - To                                    | To design a new pair of      | To design a Chinese box-                       | To design & build a new                       | To work in the style of                        | To design & make a new                      |  |  |  |
|     | Subject          | investigate light &                                | shoes for a Stone Age        | shaped lantern                                 | arc for Noah                                  | North American artist                          | flavour of American                         |  |  |  |
|     | guð              | shadows  | person                       | To sculpt an animal in the                     |   | Helen Frankenthaler,                           | oatmeal                                     |  |  |  |
| Y   | •,               |  |                              | style of a Shang Dynasty                       |   | Frank Lloyd Wright &                           |   |  |  |  |
| 5/6 |                  |  |                              | bronze animal                                  |   | Jean-Michel Basquiat                           |   |  |  |  |
|     | s                | <ul> <li>Exploring &amp; developing</li> </ul>     | <ul> <li>Textiles</li> </ul> | <ul> <li>Exploring &amp; developing</li> </ul> | <ul> <li>Structures - build a boat</li> </ul> | <ul> <li>Exploring &amp; developing</li> </ul> | <ul> <li>Cookery &amp; nutrition</li> </ul> |  |  |  |
|     | DCU              | ideas  |                              | ideas  | that will float while                         | ideas  |   |  |  |  |
|     | υĽ               | <ul> <li>Drawing</li> </ul>                        |                              | Drawing  | carrying 2 animals for                        | Drawing  |   |  |  |  |
|     | Iun              | <ul> <li>Painting</li> </ul>                       |                              | Painting                                       | Noah  | Painting                                       |   |  |  |  |
|     | Curriculum Focus |  |                              | Sculpture                                      |   | Collage  |   |  |  |  |
|     | urr              |  |                              |  |   | Sculpture                                      |   |  |  |  |
|     | 0                |  |                              |  |   | <ul> <li>Work of other artists</li> </ul>      |   |  |  |  |



|     |                  | Aut   | umn                       | Spi                       | ring                      | Sum                      | mer                 |
|-----|------------------|---|---------------------------|---------------------------|---------------------------|--------------------------|---------------------|
|     |                  | 1   | 2                         | 1                         | 2                         | 1                        | 2                   |
|     | Theme            | Ancient   | Greece                    | Europe                    |                           | Romans Revolt            |                     |
|     |                  | Art & Design                                      | Design & Tech             | Art & Design              | Design & Tech             | Art & Design             | Design & Tech       |
|     | Subject          | To create Greek theatre                           | To make an alarm to alert | To study and work in the  | To design & make a pizza. | To design a Roman shield | To design & make an |
|     | įdu              | masks using clay                                  | Theseus to the Minotaur's | style of European artists |                           | To create Roman style    | aqueduct            |
|     | S                | To design & create an<br>ancient Greek temple art | presence in the maze      |                           |                           | mosaics                  |                     |
| Y   |                  | Exploring & developing                            | Electrical systems        | Exploring & developing    | Cookery & nutrition       | Exploring & developing   | Structures          |
| 5/6 |                  | ideas   |                           | ideas                     |                           | ideas                    | Structures          |
|     | Curriculum Focus | Drawing   |                           | Drawing                   |                           | Drawing                  |                     |
|     | л Fo             | Painting  |                           | Painting                  |                           | Collage                  |                     |
|     | lun              | Sculpture   |                           | Sculpture                 |                           | Sculpture                |                     |
|     | icu              |   |                           | Work of other artists:    |                           |                          |                     |
|     | In               |   |                           | Anselm Kiefer,            |                           |                          |                     |
|     | 5                |   |                           | Michelangelo, Le          |                           |                          |                     |
|     |                  |   |                           | Corbusier, Rembrandt,     |                           |                          |                     |

|                  | Haslington Primary Academy              |  |  |  |  |  |  |
|------------------|---|--|--|--|--|--|--|
| Year<br><b>A</b> | Long-Term Art, Design & Technology Plan |  |  |  |  |  |  |
|                  | Autumn Spring Summer                    |  |  |  |  |  |  |

|          |                         | 1  | 2  | 1   | 2  | 1  | 2  |
|----------|-------------------------|--|--|---|--|--|--|
|          | Theme                   | The World o  | of Chocolate   | Travel Through Time   |  | Protect Our World!   |  |
| U<br>KS2 | Subject                 | Art & Design<br>To study & work in the<br>style of ancient Aztec art -<br>Aztec printing & sun<br>collages<br>To study & work in the<br>style of Frida Kahlo | <b>Design &amp; Tech</b><br>To design & make<br>chocolate biscuits | Art & Design<br>To study & draw landmark<br>buildings of Crewe<br>To work in the style of LS<br>Lowry                   | <b>Design &amp; Tech</b><br>To design & make a travel<br>bag   | Art & Design<br>To create recycled<br>sculptures of wildlife &<br>nature<br>To study & work in the<br>style of Michelle Reader             | <b>Design &amp; Tech</b><br>To make moving<br>endangered animals |
|          | <b>Curriculum Focus</b> | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Collage</li> <li>Printing</li> <li>Work of another artist</li> </ul>                     | Cookery & nutrition  | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> <li>Work of another artist</li> </ul> | <ul> <li>Textiles - design &amp; make<br/>a stitched fabric travel<br/>bag to take on a journey</li> </ul> | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting</li> <li>Sculpture</li> <li>Work of another artist</li> </ul> | Mechanisms - cams  |

|                  |        | Haslington Primary Academy              |        |   |        |   |  |  |
|------------------|--------|---|--------|---|--------|---|--|--|
| Year<br><b>B</b> |        | Long-Term Art, Design & Technology Plan |        |   |        |   |  |  |
|                  | Autumn |   | Spring |   | Summer |   |  |  |
|                  | 1      | 2                                       | 1      | 2 | 1      | 2 |  |  |

|          | Theme            | Voyage of Discovery  |   | The White Mouse   |  | Our Changing World   |                                       |
|----------|------------------|--|---|---|--|--|---------------------------------------|
| U<br>KS2 | Subject          | Art & Design<br>To create prints inspired<br>by Anglo-Saxon patterns<br>To create Anglo-Saxon<br>inspired weaving using a<br>paper plate<br>To create painted paper<br>texture collage Viking long<br>boat picture | <b>Design &amp; Tech</b><br>To design an Anglo-Saxon<br>shelter & as a class, create<br>a model village | Art & Design<br>To study & work in the<br>style of Henri Moore's<br>Shelter art<br>To study and work in the<br>style of blitz art                       | <b>Design &amp; Tech</b><br>To design a cake or<br>sandwich using WW2<br>rations | Art & Design<br>To investigate street art -<br>vandalism or improving<br>public spaces?<br>To study and work in the<br>style of Banksy   | Design & Tech<br>Programming Pioneers |
|          | Curriculum Focus | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Collage</li> <li>Printing</li> <li>Textiles</li> </ul>   | • Structures  | <ul> <li>Exploring &amp; developing ideas</li> <li>Drawing</li> <li>Painting - wax resist</li> <li>Sculpture</li> <li>Work of another artist</li> </ul> | • Food & nutrition   | <ul> <li>Exploring &amp; developing<br/>ideas</li> <li>Drawing</li> <li>Painting</li> <li>Collage</li> <li>Textiles</li> <li>Printing</li> <li>Work of another artist</li> </ul> | Programming & electronics             |