



Woolston Infant School – Art and Design & Design Technology

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	PD Unit 1: Choosing safely/tools – Our classroom	EAD Unit 1: Joining – stick man	EAD Unit 2: Structures – Bridges Focus Designer: Strauss	EAD: Unit 3 Drawing - bears	EAD: Unit 4 Printing - butterflies	EAD Unit 6: Painting – introduction to powder paint Focus Artist: Picasso
Elements				<i>Line, Tone, Shape</i>	<i>Colour, pattern, shape, texture</i>	<i>Colour, shape, line, pattern, Tone</i>
Concepts	<i>ELG – Fine motor, Speaking, Creating with materials</i> <i>Concept – Making</i>	<i>ELG- Fine Motor Skills</i> <i>Concept - Generating ideas, Making</i>	<i>ELG - Creating with materials</i> <i>Concepts – Generating ideas, Making, Designer and inventors (Strauss)</i>	<i>ELG - Fine motor, Creating with Materials</i> <i>Concepts – Generating ideas, Making, Evaluating</i>	<i>ELG - Fine motor, Creating with Materials</i> <i>Concepts – Generating ideas, Making</i>	<i>ELG - Fine motor, Creating with Materials</i> <i>Concepts – Generating ideas, Making, Artists (Picasso)</i>
Year I	Art and Design Unit 1: Clay – Harvest bowls Focus Artists: Variety of current artists	Design and Technology Unit 1: Joining – Aliens (4 weeks) Moving mechanisms – Christmas cards (2 weeks) Focus Designer: Lewis Sewell	Design and Technology Unit 2: Strengthen structures – Towers Focus Designer: Renzo Piano (Shard)	Art and Design Unit 2: Observational Drawing - Victorians	Art and Design Unit 3: Painting Focus Artist: Vincent Van Gough	Design and Technology Unit 3: Cooking – pirate pizza
Elements	<i>Pattern, Shape, Texture, Line, Colour</i>			<i>Line, Tone, Shape, Form</i>	<i>Colour, Shape, Line, Tone, Pattern</i>	
Concepts	<i>NC- Techniques, Artists, Sculpture.</i> <i>Concepts – Generating ideas, Making, Evaluating, Artists</i>	<i>NC - Design, make, evaluate</i> <i>Concepts – Generating ideas, Making, Evaluating, Designer and inventors</i>	<i>NC - Design, make, evaluate</i> <i>Concepts – Generating ideas, Making, Evaluating, Designer and inventors</i>	<i>NC - Techniques, Drawing.</i> <i>Concepts – Generating ideas, Making, Evaluating</i>	<i>NC - Techniques, Artists, Painting.</i> <i>Concepts – Generating ideas, Making, Evaluating, Artists</i>	<i>NC - Cooking and nutrition</i> <i>Concepts – Making food</i>

Year 2	Design and technology Unit 4: Joining materials – Sewing Focus Designer: Cath Kidson	Art and Design Unit 4: Painting Focus Artists - JM Turner and Jan Griffier	Design and Technology Unit 5: Axels and wheels mechanisms – water wheels Focus Designer: John Smeaton	Art and Design Unit 5: Printing - Kenya Focus Artists: Variety of Kenyan Artists/Art.	Art and Design Unit 6: Clay - Bears	Design and Technology Unit 6: Cooking – Picnic celebration
Elements		Colour, Shape, Line, Tone, Pattern		Colour, pattern, shape, texture	Pattern, Shape, Texture, Line, Colour	
Concepts	NC - Design, make, evaluate Concepts - Generating ideas, Making, Evaluating.	NC – Techniques, Artists, Painting. Concepts – Artists, Generating ideas, Making, Evaluating.	NC - Design, make, evaluate Concepts - Generating ideas, Making, Evaluating, Designer and inventors.	NC – Techniques, Artists. Concepts – Artists, Generating ideas, Making, Evaluating	NC – Techniques, Sculpture. Concepts – Generating ideas, Making, Evaluating.	NC - Cooking and nutrition Concepts – Making food

Art – Year R – Drawing, Printing, Painting

Art – Year 1 – Drawing, Painting, Clay

Art – Year 2 – Painting, Printing, Clay

DT – Year R – Joining, Structure

DT – Year 1 – Joining, Moving mechanisms (spin, slide, bong), Structures, Food

DT – Year 2 – Moving mechanisms (wheels), Joining (Sewing), Food

Art NC: Pupils should be taught:

- ♣ to use a range of materials creatively to design and make products
- ♣ 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, describing the differences and similarities between different practices and disciplines, and making links to their own work.