Art & Design and Design Technology

Learning at Cherry Orchard Primary School

Art & Design and Design Technology

Book Expectations

- I will use this book for work linked to our class learning and topic.
- I can use my title page to understand my new learning.
- I can understand which subject I am learning – Art & Design or DT
- I can organise my work with a Learning Question/Title and date.
- I can use my literacy skills when writing labels, evaluations and comments on my own work or that of an artist/designer.
- I can display my progression of learnt skills and research, showing the end result.
- I can show my learning through examples, such as sketching, painting, designing, photographs and text – using the key vocabulary.

Examples of expectations:

Book Expectations and Title Pages

Year 1	Toys
	Still life drawings of our toys

We will be learning about the work and styles of…	Artist	Work
Van Gogh		 

Theme – Observational drawings of own cuddly toys, developing skills in mark making and collage.	
Curriculum Content	Key Vocabulary
Mark Making	Thick wavy thin straight light dark
Painting	Primary Colour names
Sculpture	Construct recycle manipulate assembling
Print	Pattern texture (hard/soft) repeat
Textiles/Collage	Texture material layer tear cut join thread weave sew

Key Questions

- How would you develop ideas further through discussion?
- Can you reflect on your finished piece?
- Is this what you intended?
- What did you find difficult?
- Can I share my opinion of other people's artwork?
- What would you choose to make a thick line with? Wavy line?

Outcomes (& reference images)

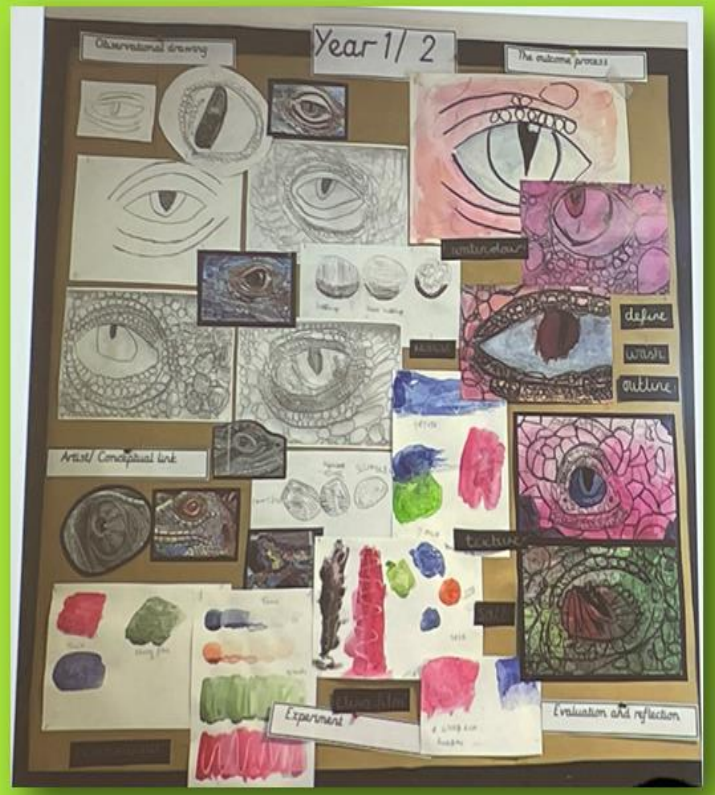

Aims

The national curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Attainment targets by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Art & Design

Breaking down skills to develop mastery...



Half Termly Planning

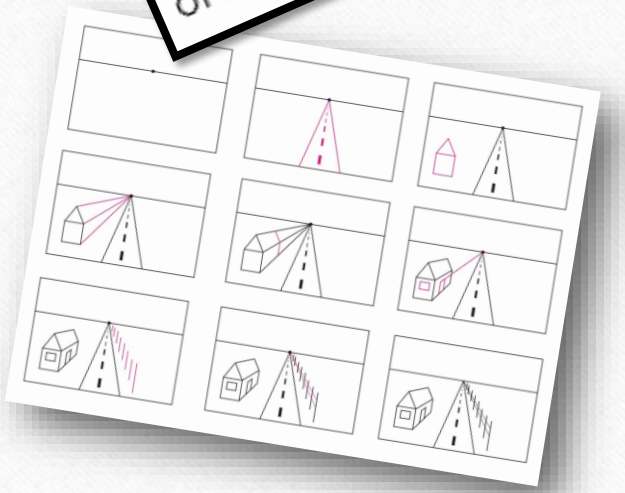
Session	Lesson Structure
1	Introduce—use of Title Page Observational drawing/exploring
2	Artist and contextual link
3	Show final piece: success steps, experi-mental work
4/5	Developing final piece Planning and Designing
6	Finishing, evaluating and pupil voice

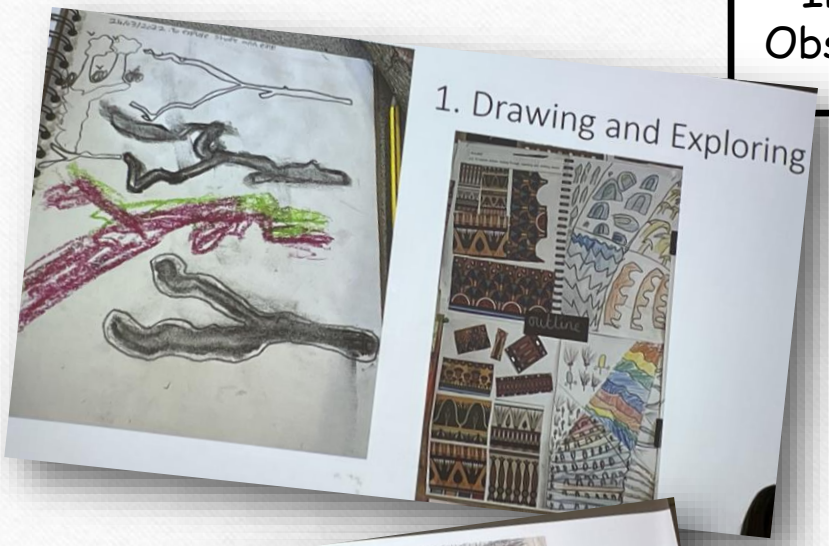
Art & Design

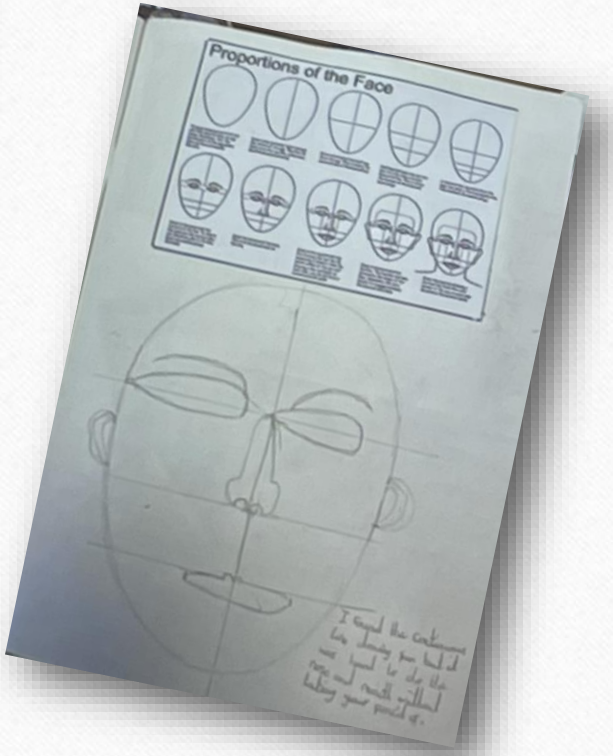
Session 1
Introduce—use of Title Page
Observational drawing/exploring

Prior Learning

Drawing
Build on mark-making skills by encouraging children to look closely through close observational drawing of simple objects.







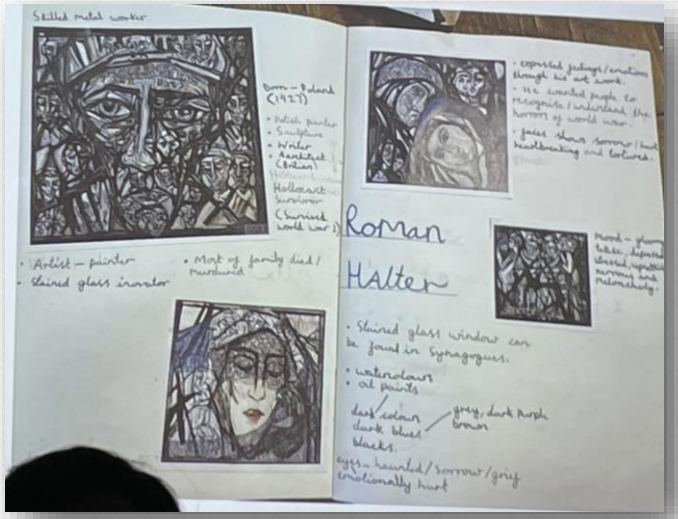
Art & Design

Session 2
Artist and Contextual link

Painting
How do we make green and how would you make dark green?

How can we make our paint thicker or thinner? When shall we use thick paint?
What tools can we use instead of a paintbrush?

How does Monet/Renoir create movement in water with the use of colour?



Mood board/research page…
- Printing out artist images
- Printing out observational images
- Exploring colour palette and style of artist around images e.g. brush techniques
- Exploring different drawing materials and medias
- Annotations around images
- Fill the space

Art & Design

Textiles/Collage
What are the best tools for joining the materials?
What materials can we use to create a range of effects?

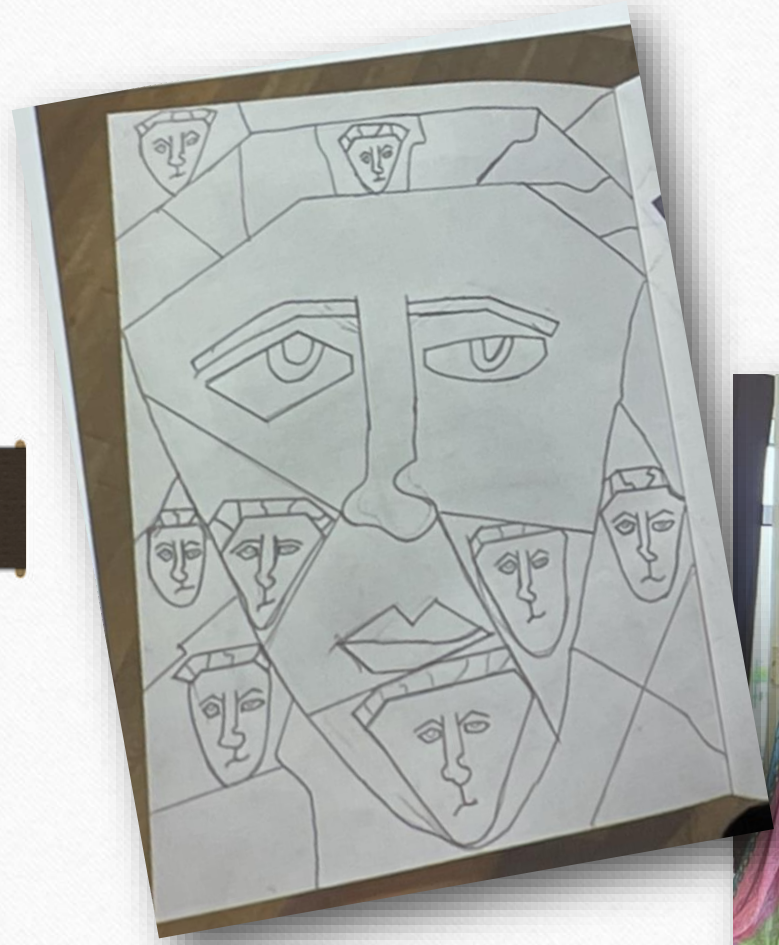
Session 3
Show final piece: success steps
Experimentation

- Experiencing the medium
- Colour theory
- Designing
- Testing materials

Art & Design

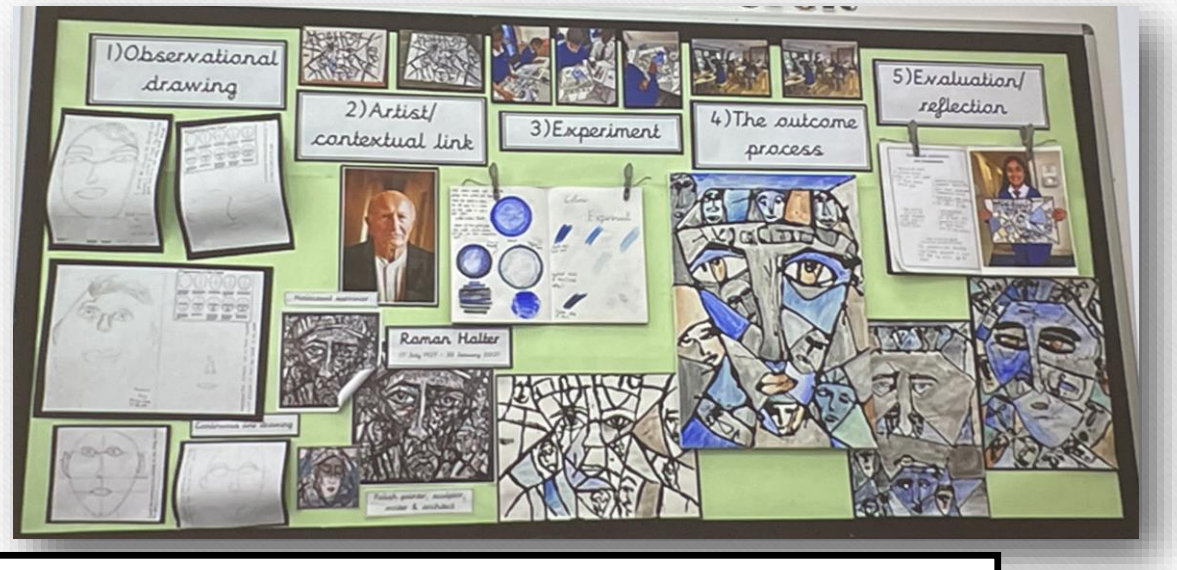
Session 4/5

Planning and Designing
Developing final piece!



Session 6

Finishing, evaluating and pupil voice



Key Questions

Evaluation

How would you develop ideas further?
Can you annotate your finished piece?
Is this what you intended?
What did you find difficult?
Can you use your skills to adapt and improve your work?

Evaluations ideas

- Encourage pupils to look back through their sketchbooks and annotations
- Add annotations (post-its?)
- Peer to peer reviews
- Evaluation statement
- Develop discussion with appropriate language
- Walk around a gallery (virtual tour)
- Key questions from curriculum
- You as an artist—what artist have you been inspired by?

Aims

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Year 3	We will be designing, making and evaluating…
	River Structures

Process & Outcome

Curriculum Content	Learning Covered
Investigating	To investigate and analyse existing bridges and locks around the River Thames and connecting canals. E.g. Tower Bridge, Millennium Bridge, Lime House Basin, Camden Lock. Investigate and compare different movable bridges and aqueducts e.g. draw bridges, bascule bridges, swing bridges. To understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers, linkages or pneumatics). To understand how to strengthen, stiffen and reinforce their structures.
Designing	
Producing	
Evaluating	

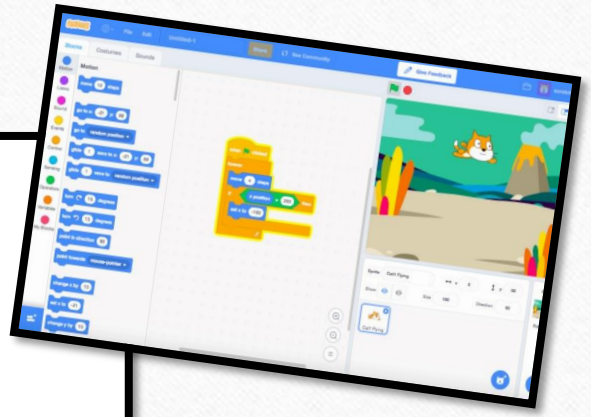
Key Vocabulary	Key Questions
Aqueducts, mechanism, levers, pulleys, linkage, gears, pneumatics, prototype	• What is the purpose of a bridge? • What bridges/water structures are located along the River Thames? • Which mechanism system will you include in your design?

Assessment

- Why are some bridges designed differently from others?

Session	Lesson Structure
1	Introduction and Investigation
2	Planning Product
3	Design Product
4/5	Produce Product
6	Finishing, evaluating and pupil voice

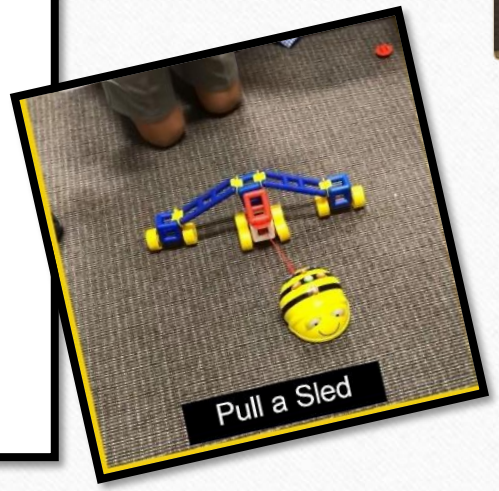
Design & Technology



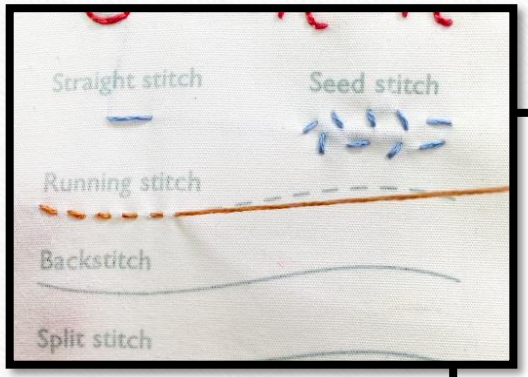
Lesson Structure

'Product' – referring to final outcome

Session	
1	**Introduction and Investigation** • Researching/evaluating existing products and designs • Importance of learning about this topic • Assessing prior knowledge • How is it made? What tools and materials are needed? • What key skills are we learning?
2	**Planning Product** • What and who is the product used for? And why? • What materials and tools do we need and why? • Examples of existing products • How can it be made? • Begin annotating sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design



Design & Technology



3

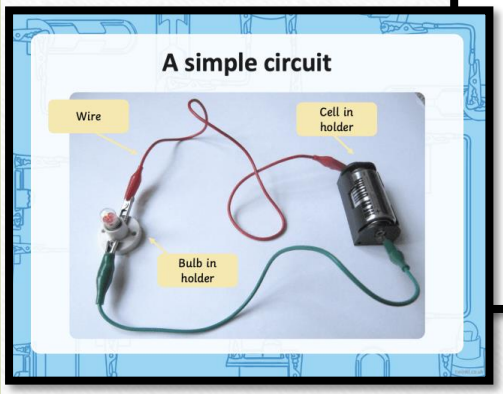
Design Product

- Generate, develop, model and communicate their ideas within books and discussion
- Finalise design and equipment needed

Produce Product

4/5

- Select from and use a wide range of tools, materials and equipment to perform practical task
- Consider health and safety factors
- Recording each pupils' process and outcome for their DT book

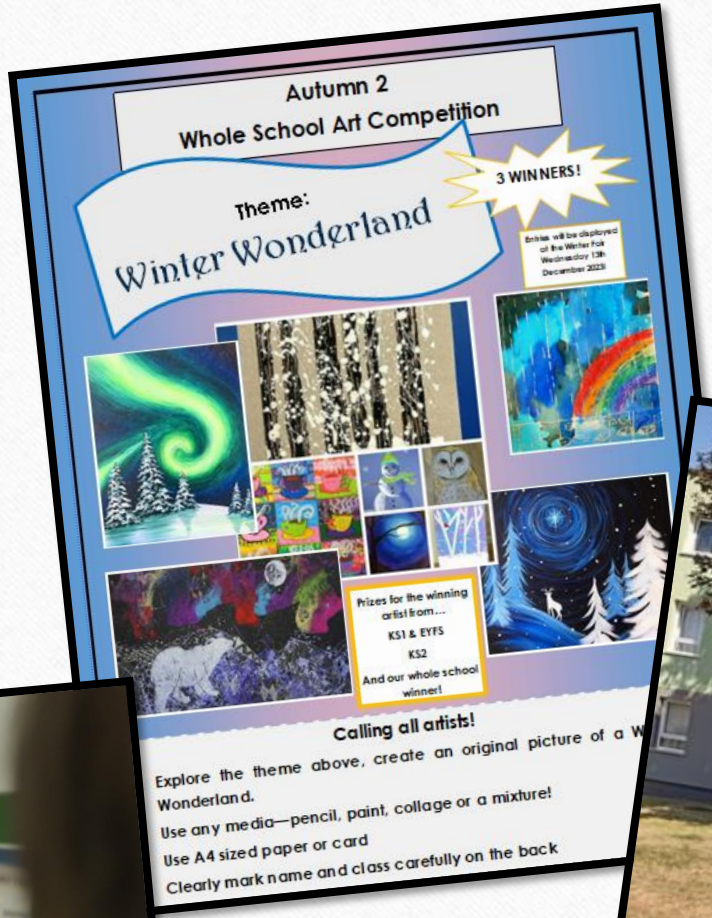


6

Finishing, evaluating and pupil voice

- Evaluate their ideas and products against their own design criteria
- Discussion with peers, considering views of others to improve the product – pupil voice recorded in books

Creating Creative Minds


Autumn 2
Whole School Art Competition
Theme:
Winter Wonderland
3 WINNERS!
Entries will be displayed at the Winter Fair Wednesday 13th December 2023!
Prizes for the winning artist from...
KS1 & EYFS
KS2
And our whole school winner!
Calling all artists!
Explore the theme above, create an original picture of a W
Wonderland.
Use any media—pencil, paint, collage or a mixture!
Use A4 sized paper or card
Clearly mark name and class carefully on the back