

## Art, Design and Technology at Oakfield

### Art and Design

At Oakfield we embody some of the highest forms of human creativity. We create a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. We also teach how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Design and Technology

At Oakfield Design and technology is an inspiring, rigorous and practical subject. We use creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Yr 1

**Content:** Landscapes  
Remembrance poppies

**Purpose:** 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.texture line.

**Skills:** develop ideas, mix colours, create colour wheels, collage, combine shapes

**Content:** Australian Adventure  
Australian Art

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**Skills:** develop ideas, mix colours, create colour wheels, collage, combine shapes

**Content:** DT

**Purpose:** Design ✦ design purposeful, functional, appealing products for themselves and other users based on design criteria ✦ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ✦ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ✦ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ✦ explore and evaluate a range of existing products ✦ evaluate their ideas and products against design criteria Technical knowledge ✦ build structures, exploring how they can be made stronger, stiffer and more stable ✦ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Skills:** Measure, cutting, tearing, folding, textiles, modelling

Yr 2

**Content:** Great and Ghastly  
Kiki Dugdale,

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**Skills:** Explore different materials, add tints, make tones, arrange materials, roll, cut and carve

**Content:** Extreme Weather

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**Skills:** Explore different materials, add tints, make tones, arrange materials, roll, cut and carve

**Content:** Cracking ideas/ How to lift a teacher

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**Skills:** Cook, Cut, Measure in Cm, stitch, dye, model

Yr 3

**Content:** Earthquakes and Volcanoes

Design ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products.

**Skills:** Cut accurately, select appropriate tools. Join, create circuits, begin to control and monitor models

**Content:** Stone Age to Iron Age

Ancient civilisation Art

**Purpose:** To create sketchbooks to record observations and revisit ideas

Improve mastery of art and design techniques, including painting drawing and sculpture

Learn about great artists, architects and designers in history

**Skills:** Adapt and refine ideas, use thick and thin brushes, create wash backgrounds, arrange materials, mosaic and montage, combine solid and net shapes

**Content:** Egyptians (Belief)

Ancient Egyptian art

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Yr 4

**Content:** Building an Empire

Grace and Perry

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Learn about great artists, architects and designers in history

**Skills:**

Art- Printing , replicating patterns, selecting materials, clay mouldable materials, replicating technique from artists DT- sewing

**Content:** Land of Hope and Glory (Britain)

Turner

Bankey

Cafe Indie

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Learn about great artists, architects and designers in history

**Skills:** Adapt and refine ideas, create mood, coiling, overlapping, tessellation, montage, texture and sculpture

**Content:** Saxons and Vikings

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Yr 5

**Content:** WW1 (Conflict)

Paul Nash

Sketching weapons

Poppy arts in the style of Gustav Klint

Nikolas Delasey Brown

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**Skills:** present ideas in a sketch book, combine line and colour, use tones and tints, mix rough and smooth, carve and add texture

**Content:** Land of the Free

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**Skills:** Creating catapults

Explore how cams and rotary motion turns into linear movement.

Explore Leavers, pulleys and pivot points.

Design a machine to pop a balloon.

**Content:** Ancient Greece

Ancient Artist of Greece

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**Skills:**

present ideas in a sketch book, combine line and colour, use tones and tints, mix rough and smooth, carve and add texture

Yr 6

**Content:** WW2 (Conflict)

Portraits of Hitler and Paul Battle of Britain

DT- design an air raid Shelter

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Improve mastery of art and design techniques, including painting drawing and sculpture

Learn about great artists, architects and designers in history

**Skills:** Collect sketches and resources, enhance ideas, comment on artwork, acrylic paint, enhance mood, create texture, develop a personal style, mix textures, use tools to carve and combine shapes

**Content:** Land of the Free DT

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**Skills:** Creating catapults

Explore how cams and rotary motion turns into linear movement.

Explore Leavers, pulleys and pivot points.

Design a machine to pop a balloon.

**Content:** Silk Road

**Purpose:**

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Improve mastery of art and design techniques, including painting drawing and sculpture

Learn about great artists, architects and designers in history

**Skills:** Collect sketches and resources, enhance ideas, comment on artwork, acrylic paint, enhance mood, create texture, develop a personal style, mix textures, use tools to carve and combine shapes