

Art & Design and Design Technology Long Term Plan  
 KS2 (Y3-Y6) - 2 Year Cycle (mixed age curriculum)

LKS2 Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art	DT	Art	DT	Art	DT
<b>Cycle A 2024-2025</b>	<b>Drawing</b> <b>Growing Artisits</b> Developing an understanding of shading and drawing techniques to create botanical inspired drawings.	<b>Textiles</b> <b>Cushions</b> Learning how to use cross-stitch and appliqué when designing and making a cushion or stocking (seasonal).	<b>Painting and Mixed Media</b> <b>Light and dark</b> Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	<b>Electrical systems</b> <b>Electric poster</b> Introducing information design and developing an electric museum display based on the Romans.	<b>Sculpture and 3D</b> <b>Abstract shape and space</b> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of <b>Anthony Caro</b> .	<b>Cooking and nutrition</b> <b>Eating seasonally</b> Learning about seasonal foods and using their understanding to create a seasonal food tart.
<b>Cycle B 2025-2026</b>	<b>Drawing</b> <b>Power prints</b> Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect	<b>Structure</b> <b>Pavilions</b> Select appropriate materials and construction techniques to create a stable, free-standing frame structure.	<b>Painting and Mixed Media</b> <b>Prehistoric painting</b> Discovering how and why our ancient ancestors made art, experimenting with natural materials to	<b>Textiles</b> <b>Fastenings</b> Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate	<b>Sculpture and 3D</b> <b>Mega materials</b> Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as <b>Barbara Hepworth</b> and <b>Sokari Douglas-Camp</b> , children	<b>Digital world</b> <b>Mindful moments</b> <b>timer</b> Exploring the concept of mindfulness and writing design criteria to develop a programmed product for

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	when developing a drawing into a print.		make homemade paints and playing with scale to paint on a range of surfaces.	templates and make a fabric book sleeve.	create their own sculptures.	timing a mindful moment.
<b>UKS2 Y5/6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Art</b>	<b>DT</b>	<b>Art</b>	<b>DT</b>	<b>Art</b>	<b>DT</b>
<b>Cycle A 2024-2025</b>	<b>Drawing</b> <b><i>Drawing: I need space</i></b> Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.	<b>Mechanical systems</b> <b>Making a pop-up book</b> Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.	<b>Painting and Mixed Media</b> <b>Artist Study</b> Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.	<b>Structures</b> <b>Playgrounds</b> Design and create a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practise visualising objects in plan view and get creative including natural features.	<b>Sculpture and 3D</b> <b>Interactive installation</b> Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.	<b>Textiles</b> <b>Stuffed toys</b> Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.

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<p><b>Cycle B</b> 2025-2026</p>	<p><b>Drawing</b> <b><i>Make my voice heard</i></b> From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard.</p>	<p><b>Structure</b> <b>Bridges</b> Design and build a scale-model prototype bridge according to the design brief.</p>	<p><b>Painting and Mixed Media</b> <b>Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><b>Electrical systems</b> <b>Doodlers</b> Investigating an existing motorised product and problem-solving to understand its construction before developing their own.</p>	<p><b>Sculpture and 3D</b> <b>Making Memories</b> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>	<p><b>Cooking and nutrition</b> <b>Developing a recipe</b> Learning a simple bolognese recipe and adapting it to improve nutritional content.</p>
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