

## Ferham Art and DT – Long Term Curriculum Map



### Nursery Cycle One –Autumn Term One – *Marvellous Me*

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<p><u>Drawing:</u> Self-portraits. Adults to model talking about what they like about drawings.</p> <p><u>Painting:</u> Introducing easel and routines.</p> <p><u>Collage and Modelling:</u> Introducing creative workshop and routines.</p> <p><u>Sculpture:</u> Introducing dough workshop and routines.</p>	<p><u>Role Play:</u> Home Corner, Doctors.</p> <p><u>Small World:</u> House, hospital.</p> <p><u>Singing:</u> Family and body part songs and rhymes.</p> <p><u>Dancing and Music:</u> Explore instruments in provision – names and how they are played.</p> <p>Use music and talk about how it makes you feel.</p>

### Nursery Cycle One –Autumn Term Two – *Somewhere Over the Rainbow*

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<p><u>Painting and Printing:</u> Children explore colour mixing using their hands. Use paint to create Bonfire pictures.</p> <p><u>Collage and Modelling:</u> Children create Autumn pictures using leaves and natural materials.</p> <p><u>Artists:</u> Look at the Rainbow wall by Sol LeWitt. Children create their own rainbows using paint and colour mixing.</p> <p><u>Evaluating:</u> Encourage children to say what they like about each other's work.</p>	<p><u>Singing:</u> Songs and rhymes linked to colours and celebrations.</p> <p><u>Role Play:</u> Home Corner with enhancements for celebrations. Witches Kitchen.</p> <p><u>Small World:</u> Elmer jungle small world and woodland linked to 'Wow said the Owl'.</p>

### Nursery Cycle One –Spring Term One – *Once Upon a Time*

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<p><u>Artist and Drawing:</u> Look at Kandinsky. Use technique with hearts for Valentine's Day.</p> <p><u>Collage and Modelling:</u> Children use junk modelling materials to make a new chair for baby bear.</p> <p>Children make a large-scale dragon for a dance to celebrate the Lunar New Year.</p>	<p><u>Singing:</u> Songs and rhymes linked to fairytales.</p> <p><u>Dancing and Music:</u> Create a dance for Lunar New Year using dragon model.</p> <p><u>Role Play:</u> Home Corner with enhancements for celebrations and linked to fairytales. Hot Chocolate Station.</p>

Small World: Small world linked to Goldilocks, Enormous Turnip, Hansel and Gretel.

*Nursery Cycle One –Spring Term Two – **Down on the Farm***

**Expressive Arts and Design**

**Creating With Materials**

**Being Imaginative and Expressive**

Painting: Children create paintings of different farm animals.  
Collage and Modelling: Children create farm animals using a range of materials and techniques.  
Evaluating: Encourage children to say what they like about each other's work.

Singing: Songs and rhymes linked to farm animals.  
Role Play: Home Corner and Farm shop.  
Small World: Farm (British and African).

*Nursery Cycle One –Summer Term One – **I Love My Teddy Bear***

**Expressive Arts and Design**

**Creating With Materials**

**Being Imaginative and Expressive**

Drawing: Look at mehndi patterns linked to Eid. Children create their own.  
Collage and Modelling: Linked to Peace at Last children make their own musical instruments.  
Sculpture: Linked to 'Whatever Next.' Children use large scale construction to create a rocket to the moon.  
Artists and Painting: Van Gogh Starry Night. Children create their own starry night.

Collaborative Working: Children work together to create a rocket.  
Singing: Songs and rhymes linked to bears.  
Role Play: Home Corner with enhancements for celebrations and items linked to texts.  
 Moon linked to 'Whatever Next'  
Small World: Space Station.

*Nursery Cycle One –Summer Term Two – **Under the Sea***

**Expressive Arts and Design**

**Creating With Materials**

**Being Imaginative and Expressive**

Drawing: Drawings of sea creatures.  
Collage and Modelling: Children use shells to create pictures.  
Evaluating: What do they like about their work? Is there anything they would change?

Singing: Songs and rhymes linked to sea creatures and the seaside.  
Role Play: Home Corner with enhancements for celebrations.  
 Under the sea role play area. Ice cream parlour outside.  
Small World: Seaside, underwater world.

*Foundation Stage Two –Autumn Term One – **Marvellous Me***

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<p><u>Drawing</u>: Drawing self-portraits and family members. Encourage children to talk about emotions and represent in pictures. Introduction to mark making area and routines.</p> <p><u>Painting</u>: Introduction to easel and routines. Exploring colours and colour mixing. Look at shading.</p> <p><u>Collage and Modelling</u>: Introduction to creative workshop and routines. Including strategies e.g. twist, bend, fold.</p> <p><u>Sculpture</u>: Introduction to dough area and routines.</p>	<p><u>Singing</u>: Nursery, finger, action rhymes.</p> <p><u>Dancing and Music</u>: During singing sessions use instruments – naming and how they are played.</p> <p><u>Role Play</u>: Home corner and supermarket.</p> <p><u>Small World</u>: House.</p>

*Foundation Stage Two –Autumn Term Two – **Let's Celebrate***

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<p><u>Drawing</u>: Introduce designing into construction and creative workshops. Adults to model drawing designs using photographs for ideas.</p> <p><u>Sculpture</u>: Children make clay diva lamps as part of Diwali.</p> <p><u>Artists and Drawing</u>: Georgia O'Keefe – poppies - Remembrance Day. Use chalk pastels to recreate.</p> <p>Andy Goldsworthy – autumn art using natural materials.</p>	<p><u>Singing</u>: Songs and rhymes linked to Bonfire Night and Autumn.</p> <p><u>Music and Dancing</u>: Explore high and low sounds and keeping a steady beat.</p> <p><u>Role Play</u>: Home Corner (enhancements linked to celebrations).</p> <p><u>Small World</u>: Linked to books and bonfire night.</p>

*Foundation Stage Two –Spring Term One – **Once Upon a Time***

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<p><u>Collage and Modelling and Collaborative Working</u>: Making props/puppets to support role play e.g. masks, basket for RRH. Children work together in pairs/ small groups.</p> <p>Junk modelling – bridges and boats for the Gingerbread Man, castles.</p>	<p><u>Singing</u>: Songs and rhymes linked to fairy tales.</p> <p><u>Music and Dancing</u>: Listen to music related to Lunar New Year. Talk about how different pieces make them feel.</p>

<u>Evaluating:</u> Children talk about their work and say what they like and how they could adapt it.	<u>Role Play:</u> Home Corner (enhancements linked to Jack and the Beanstalk and The Gingerbread Man). Castle role play area. <u>Small World:</u> Linked to stories for children to retell.
---	---

*Foundation Stage Two –Spring Term Two – **Into the Garden***

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<u>Sculpture:</u> Den making outdoors. <u>Painting:</u> Symmetry – butterflies. <u>Artists and Painting:</u> Sunflowers – linked to Van Gogh. <u>Evaluating:</u> Children talk about what they like and things they could change.	<u>Singing and Collaborative Working:</u> Songs and rhymes linked to mini-beasts and growing. Performing songs/ poetry linked to minibeasts. <u>Role Play:</u> Garden centre. <u>Small World:</u> Minibeasts.

*Foundation Stage Two –Summer Term One – **Superheroes***

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive
<u>Collage and Modelling:</u> Design and create a superhero costume/ superhero gadgets. <u>Evaluating:</u> Children say what they like about the work of others.	<u>Singing:</u> Songs and rhymes linked to superheroes and people who help us. Performing for class. <u>Role-Play:</u> Superhero Station. <u>Small World:</u> Interest area – modern day superheroes.

*Foundation Stage Two –Summer Term Two – **Around the World***

Expressive Arts and Design	
Creating With Materials	Being Imaginative and Expressive

Artists and Printing: Aboriginal art – children create pictures of animals using same technique.

Textiles: Exploring sewing.

Evaluating: Children critique their own and others work.

Singing: Songs and rhymes from around the world.

Role Play: Recycling Centre.

Campsite.

Small World: Rainforest, polar animals, under the sea.

Art/DT areas of learning		Autumn		Spring		Summer	
<b>KS1 ART</b> Drawing (Y2)	Y1 ARK H&G	Geography - Our Local Area	History - Toys in Time	History - Transport and Travel		Geography – The United Kingdom	Geography – Beside the Sea
Painting (Y1)	Y1 ARK Science	Everyday materials	Autumn and winter	Amazing animals		Spring and summer	Plants
Sculpture (Y1)	Y1	<b>ART</b> Local area Landscapes- <b>Collage</b>	<b>Structures</b> Freestanding structures <b>House to withstand wind/Bridge to withstand load</b> Isambard Kingdom Brunel	<b>ARTIST STUDY</b> Zubeida Agha – <b>Printing</b>  <b>Abstract</b>	<b>Mechanisms</b> Wheels and Axles <b>Moving vehicle</b> Karl Benz	<b>Food</b> Prepping fruit and veg <b>Fruit salad/fruit kebabs</b>	<b>ART</b> Sea creatures - <b>Sculpture</b>
<b>KS1 DT</b> Food (Y1/2)							
Mechanical Systems (Y1/2)	Y2 ARK H&G	History – The Great Fire	History - Kings and Queens	Geography - Planet Earth	Geography - Planet Earth	Geography - Life in Kenya	History - They Made a difference
Electrical systems	Y2 ARK Science	Use of materials	Animals – Need for survival	Habitats		Protecting our environment	Plants – Bulbs and growth

Textiles (Y2DT)	Y2	<b>Food</b> Bread/healthy sandwich	<b>ART</b> Portraits of Kings/Queens - <i>Drawing</i>	<b>Mechanisms</b> Levers and sliders Animal moving on a habitat background	<b>Textiles</b> Templates and joining Glove puppet	<b>ART</b> Kente Cloth Patterns <i>Paint</i>	<b>ARTIST STUDY</b> – Sokari Douglas Camp <i>Sculpture</i>  <i>Sculpture</i>
<b>LKS2 ART</b> Drawing (Y3/4) Painting (Y3/4) Sculpture (Y3) Collage Textiles (Y3DT) Printing (Y4) <b>LKS2 DT</b> Food Mechanical Systems	Y3 ARK	History - Stone, Bronze and Iron ages	Geography - UK: Settlement and Land Use	Ancient Egypt		Climate Zones and Biomes	Europe
	Y3 Science	Skeletons and muscles	Rocks and fossils	Lights and shadows		Plants – Needs for survival	Forces and Magnets
	Y3	<b>Structures</b> Shell structures Recyclable lunchbox Zaha Hadid	<b>ART</b> Mountain landscapes - <i>Collage</i>	<b>ART</b> Egyptian Canopic jars  <i>Sculpture</i>	<b>Textiles</b> 2D to 3D Applique cushion Erika Varga (Romani Design)	<b>Food</b> Healthy and varied diet Pizza Chef – John Whaite	<b>ARTIST STUDY</b> Leonardo Da Vinci <i>Drawing</i>  <i>Renaissance</i>
	Y4 ARK	Roman Invasions	Roman Britain	Amazon – Rivers and Rainforests		Maya Civilization	The USA
	Y4 Science	Teeth and digestion	States of Matter	Classification		Sound	Electricity

Electrical systems Textiles	Y4	<b>ART</b> Roman Mosaics - <b>Printing</b>	<b>Mechanical systems</b> Levers and linkages <b>Moving Roman chariot picture</b> Ramon Llull	<b>ART</b> Amazon Rainforest - <b>Collage</b>	<b>Food</b> Healthy and varied diet <b>Pasta salad</b> Chef – Monica Galetti	<b>ARTIST STUDY</b> Frida Khalo <b>Painting</b> <b>Surrealism</b>	<b>Electrical systems</b> Simple circuits and switches <b>A light/lamp</b> Thomas Edison Marie Van Brittan Brown
<b>UKS2 ART</b> Drawing (Y5/6) Painting (Y6) Sculpture(Y6) Collage (Y5) Printing (Y5)	Y5 ARK H&G	Anglo-Saxons and Scots	Vikings	Asia – Mountains, Volcanoes and Earthquakes	Baghdad and the Middle East	Biomes and Vegetation	
<b>UKS2 DT</b> Food (Y5/Y6) Mechanical Systems	Y5 Science	Earth and Space	Forces	Materials: Properties and Changes	Life Cycles	Growing Old	
	Y5	<b>ART</b> Anglo Saxon weapons – <b>Drawing</b>	<b>Mechanical systems</b> Pulleys and gears <b>Forces -</b> Su Song Ismail Al-Jazari	<b>Food</b> Cultures and seasonality <b>Pastry – sweet/savoury tarts</b> Chef – Nadiya Hussain	<b>ART</b> Volcano and Tsunami art – <b>Collage</b>	<b>ARTIST STUDY</b> Dia al Azzawi – <b>Printing</b> <b>Art Nouveau</b>	<b>Structures</b> Frame structures  Gustav Eiffel Fazlur Rahman Khan
	Y6 ARK H&G	Ancient Greece	Mapping the world	Conflict and Resolution	Conflict and Resolution	Global Challenges	Global challenges trade
	Y6 Science	Light and perception	Classification	Evolution and Inheritance	Electricity	Circulation and lifestyle	

<p>Electrical systems</p> <p>Textiles</p>	<p>Y6</p>	<p><b>ART</b></p> <p>Greek Pots</p> <p><b>Sculpture</b></p>	<p><b>Textiles</b></p> <p>Combining different fabric shapes</p> <p>Bag with a handle and simple fastening</p> <p>Alexander McQueen</p> <p>Stephanie Kwolek (Kevlar)</p>	<p><b>Food</b></p> <p>Celebrating culture and seasonality</p> <p>Soup and bread</p> <p>Chef – Caleb Botton – The Gypsy Cook</p>	<p><b>ARTIST STUDY</b> Ceija Stojka –</p> <p>Painting</p> <p>Own style – war, personal experience</p>	<p><b>Electrical systems</b></p> <p>Complex switches and circuits</p> <p>Alarm</p> <p>Sundar Pichai</p>	<p><b>ART</b></p> <p>Body Parts</p> <p><b>Drawing – (tracing paper layering)</b></p>
---	-----------	---	---	---	---	---	--