HILLCREST EARLY YEARS ACADEMY

Aim High & Achieve

Design and Technology and Art and Design Curriculum

EYFS, Year 1 and 2

Intent	The Art and Design Technology Curriculum at Hillcrest Early Years Academy aims to inspire pupils to be innovative and creative thinkers, whilst developing the confidence to experiment, invent, and take risks. We aim to inspire children and nurture an appreciation for artistic styles and movements, product design, 3D modelling, sculpture and mechanics. Our Curriculum is designed to give pupils every opportunity to develop their skills and knowledge, nurture their talents and interests, and express their ideas. Our children develop an awareness of the impact Art and Design Technology has on our lives and encourage children to become resourceful, enterprising citizens who will have the passion and skills to design advancements in the future.
Implementation	Our Art and Design Technology Curriculum is segmented into half termly units which alternate between an Art and Design Technology focus. A progression of knowledge and skills underpins our Curriculum and is revisited, revised, and built upon from year to year. The Design Technology units follow the National Curriculum stages of design, make, and evaluate, whereas the Art units explore a range of styles, artists, and movements to replicate and innovate. In EYFS, our Art and Design Technology Curriculum is underpinned by our EYFS Skills Progression document whereby different elements and areas of learning are taught throughout the Continuous Provision and Adult-Led learning. To bridge the gap from EYFS to KS1, the Skills Progression document ensures that all areas of learning in EYFS give children the best possible foundations for the KS1 Curriculum. Children are encouraged to become reflective in their learning through high-quality adult interactions. Our Art and Design Technology Curriculum is designed to give our pupils valuable, first-hand, practical experiences which nurture a love for creativity, innovation, and expression.
Impact	The Art and Design Technology Curriculum has both formative and summative assessment opportunities built into the units and the impact of this Curriculum is that children will be prepared with the following foundations to further develop their skills as they move into KS2 and beyond. Children will: • Produce creative work, exploring and recording their ideas and experiences. • Develop the skills of drawing, painting, sculpture and other art, craft and design techniques. • Develop the skills to evaluate and analyse creative works using subject-specific language. • Know and understand who some of the great artists are and recreate/innovate art in these styles • Begin to understand how different materials and resources can be used creatively • Meet the end of key stage expectations outlined in the National Curriculum for Art and Design Technology.

Art & Design and Design and Technology Overview

	Autumn Term		Spring Term		Summer Term		Standalone lessons
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology	
EYFS Reception	See separate planning						
Year 1	**Drawing (Autumn 1)**: Make your mark (5 lessons) **Craft and Design (Autumn 2):** Woven Wonders (5 lessons)	**Structures**: Constructing a windmill (4 lessons)	**Sculpture and 3D**: Paper play (5 lessons)	**Textiles**: Puppets (4 lessons)	**Painting and mixed media**: Colour splash (5 lessons)	**Cooking and nutrition**: Smoothies (6 lessons) **Mechanisms:** Making a moving storybook (4 lessons)	**Design and technology Unit:** Mechanisms: Making a moving story book (Lesson 1) **Art and design Unit:** Craft: Woven wonders (Lesson 1, 2 and/or 3)
Year 2	**Craft and design (Autumn 1):** Map it out (5 lessons) **Drawing (Autumn 2):** Tell a story (5 lessons)	**Structures:** Baby Bear's Chair (4 lessons)	**Painting and mixed media:** Life in colour (5 lessons)	**Mechanisms:** Making a moving monster (4 lessons)	**Sculpture and 3D:** Clay houses (5 lessons)	**Mechanisms:** Fairground Wheel (4 lessons)	**Design and technology Unit:** Cooking and nutrition: Balanced diet (Lesson 1) **Art and design Unit:** Drawing: Tell a story (Lesson 2, 4 and /or 5)

Art & Design and Design and Technology Long-Term Plan

	Year 1	Year 2
Autumn Term	Drawing: Make your mark Lessons Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. Craft & Design: Woven Wonders Developing pupils' ability to express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuña. It emphasises skills such as measuring, choosing materials, and resilience in artistic creation, catering to children's creative and cognitive development.	Craft and Design: Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief. Drawing: Tell A Story Helping pupils develop their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.
	Structures: Constructing a Windmill Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.	Structures : Baby Bear's Chair Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.
Spring Term	Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Painting and mixed media: Life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.
	Textiles Unit: Making Puppets Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.	Mechanisms: Making a moving monster After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.
Summer Term	Painting and mixed media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Sculpture and 3D: Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining, and impressing into clay.
	Cooking & Nutrition: Smoothies Handle and explore fruits and vegetables and learn how to identify fruit, before	Mechanisms: Fairground Wheel Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand

	undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging. Mechanisms: Making a moving Story Book Exploring slider mechanisms and the movement they output to design, make and evaluate a moving storybook.	freely. Pupils select appropriate materials and develop their cutting and joining skills

	Autumn Term		Spring Term		Summer Term	
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology
Year 1	Drawing: Make your mark Lessons Lesson 1: Exploring line Lesson 2: Making waves Lesson 3: Experimenting with media Lesson 4: Mark making Lesson 5: Drawing from observation **Supplementary unit: Woven Wonders**	Structures: Constructing a Windmill Lesson 1: Windmills Lesson 2: Making the sails Lesson 3: Attaching the sails Lesson 4: Evaluating windmills	Sculpture and 3D: Paper play Lesson 1: Tube towers Lesson 2: 3D drawings Lesson 3: Tree of Life Lesson 4: Giant spider model part 1 Lesson 5: Giant spider model part 2	Textiles Unit: Making Puppets Lesson 1: Joining fabrics Lesson 2: Designing my puppet Lesson 3: Making and joining my puppet Lesson 4: Decorating my puppet	Painting and mixed media: Colour splash Lesson 1: Making colours Lesson 2: Painting with colour Lesson 3: Printing with paint Lesson 4: Exploring colour mixing Lesson 5: Clarice Cliff plates	Cooking & Nutrition: Smoothies Lesson 1: Fruits Lesson 2: Growing Lesson 3: Cutting and juicing Lesson 4: Testing ingredients Lesson 5: Making smoothies Lesson 6: Evaluating **Supplementary unit: Mechanisms – making a moving story book**

Year 2	Craft and Design: Map it out Lesson 1: Creative journey Lesson 2: Making felt/Relief Maps Lesson 3: Abstract maps Lesson 4: Print possibilities Lesson 5: Gallery experience **Supplementary unit: Drawing Tell a Story**	Structures : Baby Bear's Chair Lesson 1: Exploring stability Lesson 2: Strengthening materials Lesson 3: Making Baby Bear's chair Lesson 4: Fixing and testing Baby Bear's Chair	Painting and mixed media: Life in colour Lesson 1: Colour magic Lesson 2: Texture hunt Lesson 3: Making textures Lesson 4: Collage creation Lesson 5: Developing detail	Mechanisms: Fairground Wheel Lesson 1: Design a Ferris wheel Lesson 2: Planning the build Lesson 3: Building the frame and wheels Lesson 4: Adding pods and decoration	Sculpture and 3D: Clay houses Lesson 1: Exploring clay Lesson 2: Pinch pots Lesson 3: Applying skills in clay Lesson 4: Designing a tile Lesson 5: House tiles	Mechanisms: Making a moving monster Lesson 1: Pivots, levers and linkages Lesson 2: Making linkages Lesson 3: Designing my monster Lesson 4: Making my monster

Art & Design and Design and Technology Medium -Term Plan

Art & Design and Design and Technology Progression of Skills

Art and Design Progression of Skills Children know:		
	Year 1	Year 2
Drawing	That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones.	How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. How to: Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces

	Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing	Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.
Painting and Mixed Media	Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.
Sculpture & 3D	Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls.	Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay
Craft & Design	What materials can be cut, knotted, threaded or plaited. How to: Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.	Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.

Art and Design Progression of Knowledge

	Year 1	Year 2
Colour	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.
Form	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on
Shape	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes
Line	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	N/A (in the combined progression of skills)
Pattern	That a pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork.
Texture	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').
Knowledge of Artists	Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.	Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.

Design and Technology Progression of Knowledge and Skills

Structures

	Year 1 – Constructing a Windmill	Year 2 – Baby Bear's Chair
Design	Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.	Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects.
Make	Making stable structures from card, tape and glue. Learning how to turn 2D nets into 3D structures. Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure.	Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper.
Evaluate	Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't, suggest points for improvements	Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure.
Technical	To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together.	To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily.
Additional	To know that a client is the person I am designing for. To know that design criteria is a list of points to ensure the product meets the clients needs and wants. To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.	To know that natural structures are those found in nature. To know that man-made structures are those made by people.

	To know that windmill turbines use wind to turn and make the machines inside work. To know that a windmill is a structure with sails that are moved by the wind. To know the three main parts of a windmill are the turbine, axle and structure.	
	Mechanisms	
	Year 2 – Fairground Wheel	Year 2 – Making a moving monster
Design	Selecting a suitable linkage system to produce the desired motion. Designing a wheel.	Creating a class design criteria for a moving monster. Designing a moving monster for a specific audience in accordance with a design criteria
Make	Selecting materials according to their characteristics. Following a design brief.	Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly.
Evaluate	Evaluating different designs. Testing and adapting a design.	Evaluating own designs against design criteria. Using peer feedback to modify a final design.
Technical	To know that different materials have different properties and are therefore suitable for different uses.	To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know that there is always an input and output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers.
Additional	To know the features of a Ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve any problems that may occur.	To know some real-life objects that contain mechanisms
	Cooking and Nutrition	
	Year 1 - Smoothies	Year 2
Design	Designing smoothie carton packaging by-hand.	
Make	Chopping fruit and vegetables safely to make a smoothie. Juicing fruits safely to make a smoothie.	

Evaluate	Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging. Comparing their own smoothie with someone else's.	
Knowledge	To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	
	Textiles	
	Year 1 - Puppets	Year 2
Design	Using a template to create a design for a puppet.	
Make	Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing the steps taken during construction.	
Evaluate	Reflecting on a finished product, explaining likes and dislikes.	
Knowledge	To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples. glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.	

Art & Design and Design and Technology Progression of Vocabulary

	Year 1	Year 2
Autumn Term	Drawing: Make your mark Lessons Chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy Craft and Design: Woven Wonders Art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft	Craft and Design: Map it out Abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder Drawing: Tell a story Blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin
	Structures: Constructing a Windmill Axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak	Structures : Baby Bear's Chair Design criteria, man-made, natural, properties, structure, stable, shape, model, test
Spring Term	Sculpture and 3D: Paper play Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag	Painting and mixed media: Life in colour Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture
	Textiles Unit: Making Puppets Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template	Mechanisms: Making a moving monster Axle, design criteria, input, linkage, mechanical, output, pivot, wheel
Summer Term	Painting and mixed media: Colour splash Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick	Sculpture and 3D: Clay houses Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot
	Cooking & Nutrition: Smoothies Blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy, ingredients, juice, juicer, leaf, plant, recipe, root, seed, select, smoothie, stem, table knife, taste, tree, vegetable, vine	Mechanisms: Fairground Wheel Design, design criteria, wheel, Ferris wheel, pods, axle, axle holder, frame, mechanism

	Mechanisms: making a moving story book Adapt, assemble, design, design criteria, input, mechanism, model, sliders test	