



Leverton Church of England Academy - Art and Design and Technology Curriculum

Curriculum Intent

Our Art and Design Technology curriculum enables children to explore creativity through a balance of practical making skills, critical study of influential artists/designers, and evaluation of their own and others' work. Across the two-year rolling programme, children progressively develop technical skills, creative expression, cultural awareness, and resilience in problem-solving. The curriculum ensures pupils:

- Experiment with a wide range of media, tools, and techniques.
- Develop knowledge of key artists, architects, designers, and inventors, making cultural and historical links.
- Apply design, make, and evaluate processes, understanding functionality and purpose.
- Express individuality and personal style, while learning to appreciate diverse perspectives.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	<p>Autumn 1 - Bread: Explore materials through sensory play; develop fine motor skills; early understanding of food as design.</p> <p>Autumn 2 - Kandinsky (colour mixing, textures): Experiment with colour and texture; begin to notice abstract shapes.</p>	<p>Autumn 1 - Bread: Follow simple steps; talk about design choices.</p> <p>Autumn 2 - Kandinsky (textures, colour mixing): Control paint tools; explore contrasting colours.</p> <p>Spring 1 - Moving mechanisms: Create story-linked moving parts.</p>	<p>Autumn 1 - Simple structures (Paul Klee): Build stable models; evaluate strength.</p> <p>Autumn 2 - Observational drawing (Alma Thomas): Experiment with shading; introduce perspective.</p> <p>Spring 1 - Moving toys (James</p>	<p>Same units as Year 2, but expectations higher:</p> <p>Structures: design, build, and test stability.</p> <p>Drawing: use more accurate perspective and depth.</p> <p>Moving toys: refine function and evaluate effectiveness.</p>	<p>Autumn 1 - Complex structures (Zaha Hadid): Experiment with form; evaluate stability.</p> <p>Autumn 2 - Advanced drawing (Leonardo da Vinci): Focus on proportion/scale.</p> <p>Spring 1 - Foods around the world: Compare cuisines;</p>	<p>(Same units as Y4 but expectations extended)</p> <p>Greater independence in planning and making.</p> <p>Refine observational and conceptual drawing.</p> <p>Apply critical thinking to food</p>	<p>(Same units as Y4/Y5 but at mastery level)</p> <p>Lead design projects from planning → prototyping → evaluation.</p> <p>Apply advanced mechanical/electrical knowledge to solve problems.</p> <p>Develop strong personal</p>

	<p>Spring 1 - Moving mechanisms (Eric Carle): Play with sliders, levers, wheels; link movement to stories.</p> <p>Spring 2 - Patterns (Yayoi Kusama): Explore simple repeating patterns through collage.</p> <p>Summer 1 - Moving models (Joseph Cornell): Experiment with assembling objects into 3D models.</p> <p>Summer 2 - 3D sculpture (Kara Walker): Explore form and structure with recycled/clay materials.</p>	<p>Spring 2 - Kusama (patterns, collage): Create simple collages; experiment with dots and repetition.</p> <p>Summer 1 - Moving models: Select from a range of materials; explore balance in models.</p> <p>Summer 2 - 3D sculpture: Shape clay/recycled materials; talk about form.</p>	<p>Dyson): Build simple mechanical models.</p> <p>Spring 2 - Textiles/collage (Frida Kahlo): Explore identity through pattern; simple sewing.</p> <p>Summer 1 - Portable snack: Create food product with design criteria.</p> <p>Summer 2 - Sculpture & circuits (Picasso): Combine simple circuits with 3D forms.</p>	<p>Textiles/collage: combine media purposefully.</p> <p>Food product: design for user need (portable snack).</p> <p>Sculpture/circuits: combine aesthetics with function.</p>	<p>design balanced dishes.</p> <p>Spring 2 - Mixed media (Faith Ringgold): Express personal style through textiles/print.</p> <p>Summer 1 - Product creation (Dyson): Apply full design-make-evaluate cycle.</p> <p>Summer 2 - Mechanisms & circuits (Brunel): Apply circuits to working models.</p>	<p>and product design.</p> <p>Incorporate innovation and sustainability in DT.</p> <p>Present work confidently using digital tools.</p>	<p>artistic voice through mixed media and digital tools.</p> <p>Critically analyse cultural and historical influences on art and design.</p> <p>Present a portfolio of work that demonstrates readiness for KS3.</p>
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<p>Cycle B</p>	<p>Autumn 1 – Materials & textures (Georgia O’Keeffe): Purposeful mark-making; link textures to natural objects.</p> <p>Autumn 2 – Shapes & colour recognition (Sonia Delaunay): Focus on shape and pattern; simple observational drawing.</p> <p>Spring 1 – Pastry: Explore food textures; shape, combine, and decorate.</p> <p>Spring 2 – Cultural art/printing (Lubaina Himid): Print repeating motifs; link</p>	<p>Autumn 1 – O’Keeffe (textures, natural forms): Record natural objects; experiment with tones.</p> <p>Autumn 2 – Delaunay (shapes & colour): Use repeating shapes; identify warm/cool colours.</p> <p>Spring 1 – Pastry: Design and decorate baked products; think about presentation.</p> <p>Spring 2 – Himid (cultural patterns): Print repeating designs; talk about cultural influences.</p> <p>Summer 1 – Textiles (Anni Albers): Join fabrics; decorate</p>	<p>Autumn 1 – Dips & nibbles: Cut, shape, and combine ingredients; talk about health.</p> <p>Autumn 2 – Perspective still life (Tarsila do Amaral): Draw from life; refine shading.</p> <p>Spring 1 – Circuits & switches: Build simple working circuits.</p> <p>Spring 2 – Printmaking (Kerry James Marshall): Create cultural prints; use repeating designs.</p> <p>Summer 1 – Mechanisms & toys: Explore cams/gears; make models with moving parts.</p> <p>Summer 2 – Digital media (Frida Kahlo</p>	<p>Same units as Year 2, but progression in complexity:</p> <p>Food design (dips & nibbles): experiment with flavours/textures.</p> <p>Still life drawing: refine accuracy and composition.</p> <p>Circuits: include switches for control.</p> <p>Printmaking: add multiple layers/colours.</p> <p>Mechanisms: test moving parts; record findings.</p> <p>Digital media: present finished outcomes digitally.</p>	<p>Autumn 1 – Design for purpose: Consider sustainability; design solutions.</p> <p>Autumn 2 – Concept sketches (Chila Kumari Burman): Draw ideas for new products/art.</p> <p>Spring 1 – Electrical/mechanical systems: Apply sustainable engineering.</p> <p>Spring 2 – Pleasing Pasta: Extend cooking skills; refine presentation.</p> <p>Summer 1 – Advanced DT (Elon Musk): Apply innovation to real-world problems.</p>	<p><i>(Same units as Y4 but expectations extended)</i></p> <p>Greater independence in planning and making.</p> <p>Refine observational and conceptual drawing.</p> <p>Apply critical thinking to food and product design.</p> <p>Incorporate innovation and sustainability in DT.</p> <p>Present work confidently using digital tools.</p>	<p><i>(Same units as Y4/Y5 but at mastery level)</i></p> <p>Lead design projects from planning → prototyping → evaluation.</p> <p>Apply advanced mechanical/electrical knowledge to solve problems.</p> <p>Develop strong personal artistic voice through mixed media and digital tools.</p> <p>Critically analyse cultural and historical influences on art and design.</p> <p>Present a portfolio of</p>
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	<p>patterns to culture.</p> <p>Summer 1 - Textile projects (Anni Albers): Simple stitching/weaving; combine materials for texture.</p> <p>Summer 2 - Digital art (Andy Warhol): Use simple apps to create images; begin digital creativity.</p>	<p>using colour and shape.</p> <p>Summer 2 - Digital art (Andy Warhol): Use digital tools to change colours and patterns.</p>	<p>influence): Use photography and digital tools to explore self-expression.</p>		<p>Summer 2 - Digital portfolio (Kara Walker): Present projects professionally.</p>		<p>work that demonstrates readiness for KS3.</p>
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Progression (Reception): From sensory exploration → purposeful mark-making → patterns and simple 3D models → functional making (food, textiles) → early digital creativity.

Progression (Year 1): From basic use of materials and colour → making purposeful design choices → recognising cultural art → developing fine motor skills with textiles → exploring early digital design.

Progression (Year 2): From simple stable structures → functional food → basic mechanisms → expressive textiles/prints → early electrical knowledge → digital media for self-expression.

Progression (Year 3): Builds on Year 2 by emphasising refinement, accuracy, testing/evaluating, and presenting work independently.

Progression (Year 4): From technical accuracy (Cycle A) to purposeful, sustainable design (Cycle B).

Progression (Year 5): Same units as Y4 but expectations extended.

Progression (Year 6): Same units as Y4/Y5 but at mastery level.