



Key Stage 2

Art & DT Cycle Two Curriculum

At the Observatory School, our Art and Design & Technology program aims to foster creative expression, emotional well-being, and critical skills among students. Our curriculum is designed to create a nurturing environment where students develop their artistic and creative abilities while gaining essential knowledge in art and design. Through a diverse range of projects and activities, both individual and collaborative, we aim to enhance self-expression, build confidence, and promote emotional resilience.

Our dedicated teachers employ innovative teaching methods to engage students actively in their learning. They differentiate instruction to meet diverse learning needs, ensuring every student feels valued and supported in our inclusive classrooms. Our learning spaces are well-equipped with a variety of art materials, fostering creativity and providing opportunities for sensory exploration and expression.

We enrich our curriculum through partnerships with local artists, designers, and organisations, offering students visits to galleries, museums, and workshops. These experiences broaden their cultural horizons and connect them with the wider artistic community, laying foundations for potential careers in the creative industries.

Overall, our approach at the Observatory School nurtures students' emotional well-being, enhances their artistic skills and knowledge, and fosters engagement, enjoyment, and cultural enrichment. Through these efforts, we empower students to express themselves creatively and develop into confident, resilient individuals prepared for future challenges in the arts and beyond.



Year 3/4

Cycle Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	
Topic	Art Social Skills	Expressing Emotions Through Art	Art Van Gogh	Art Celtic Crafts	DT Our Fabric faces	DT Dips and Dippers
Cross Curricular Links	PSHE - Emotions, teamwork.	PSHE - Emotional regulation.	History - Discovering Art from a time in History.	History - Exploring the History of the Celts and the Art links.	Maths - Measuring materials English - Reading, following instructions., Writing - evaluating a final piece.	English - Writing, following and exploring different types of recipes.
Knowledge Pupils will ...	<p>This topic integrates Art and Design Technology (DT) to enhance social skills among Year 3/4 pupils</p> <p>The activities are designed to encourage cooperation, communication, empathy, and self-expression, providing a supportive</p>	<p>Over this topic, students explore and express emotions through individual and collaborative art projects.</p> <p>Activities include creating emotion masks, drawing emotional stories, and a mural.</p> <p>The unit fosters self-awareness, empathy, and</p>	<p>Two of Van Gogh's most famous paintings will serve as inspiration.</p> <p>This unit provides an opportunity to explore mixed media composition, including the introduction of the Batik technique.</p> <p>Students will combine wax crayons and watercolour.</p> <p>A featured painting for</p>	<p>A series of craft activities will be taught through the cross-curricular topic of the Celts.</p> <p>Projects include creating Celtic crosses, crafting Celtic torcs, and making ceramic coil pots.</p> <p>Students will also receive an introduction to weaving and will create their own woven</p>	<p>Pupils will design, make and evaluate fabric faces in order to support their learning and understanding surrounding emotions.</p> <p>Pupils will enhance their sewing and textiles skills within this project.</p>	<p>Pupils will engage in a food technology unit linked to a Teddy Bears Picnic.</p> <p>They will design, make, and evaluate different types of dips and dippers.</p> <p>This unit introduces pupils to the basics of food technology, including food hygiene and safety.</p> <p>Students will evaluate their own and peer assess work</p>



	environment for developing essential social skills.	emotional regulation.	this unit is "Starry Night."	pieces.		throughout this topic.
<p>Skills Pupils will ...</p>	<p>Engage in activities to promote teamwork.</p> <p>Develop and enhance communication skills through group discussions and presentations.</p> <p>Use creative activities to help pupils understand and express emotions.</p> <p>Boost confidence through positive feedback and showcasing of their work.</p> <p>Art activities will include; collaborative murals, emotion portraits, storytelling through art, art exhibitions.</p> <p>DT activities will include; Design and build projects such as simple</p>	<p>Learning to express feelings through artistic creation,</p> <p>Working together on a group art project.</p> <p>To understand their emotions and how to express them.</p> <p>To understand and appreciate the emotions of others.</p> <p>To practice techniques to manage and control their emotions effectively.</p> <p>Express their emotions in a range of art forms.</p> <p>Reflect on the usage of using artwork as an emotional regulation strategy and whether it was successful.</p>	<p>Mix a range of colours and apply them to create a landscape background.</p> <p>Use chalk pastels to add details in the style of Van Gogh's "Starry Night."</p> <p>Create a Batik cloth inspired by "Starry Night" and produce swirling prints using marbling.</p> <p>Employ various media and techniques to craft an original composition.</p> <p>Explore the use of Batik art and the history behind it.</p> <p>Use a range of artforms including wax crayons and watercolour.</p> <p>Understand the history and significance of</p>	<p>Design a Celtic cross by studying photographs and drawings of original designs.</p> <p>Create a Celtic cross sculpture using cardboard cut-outs.</p> <p>Craft a Celtic torc using a malleable material such as clay or plasticine.</p> <p>Make a simple ceramic pot using the coiling method.</p> <p>Construct a loom frame from lolly sticks, string vertical lengths to create warp threads, and weave by threading the weft through the warp on a simple loom.</p> <p>Reflect on the process</p>	<p>Identifies different ways of joining materials.</p> <p>Makes a structure more stable, stiff or strong after simple testing.</p> <p>Joins simply with given tools and materials successfully.</p> <p>Suggests some way they could improve a specific area of their own design work.</p>	<p>Students will learn to cut foods safely and understand the reasons for washing fruits and vegetables.</p> <p>They will articulate the importance of handwashing and successfully follow pictorial or written recipes with support.</p> <p>Additionally, students will describe the taste and texture of various foods in detail.</p> <p>Pupils will follow setout recipes and understand the features of recipes.</p> <p>They will be able to compare their products to products in the supermarkets and use descriptive language as well as comparing</p>



	machines or models, presenting designs to peers, making items for community events/charity and engaging in small teams to solve and design problems together.	Develop self awareness, empathy and emotional regulation.	specific pieces of artwork and the stance that they have in society today, such as 'Starry Night'.	and their finalised product and give peer assessment.		similarities and differences.
Key vocabulary	Teamwork Communication Emotions Problem solving Charity Machines Models Portraits Exhibitions	Empathy Regulation Mural Masks Drawing Collaborative Awareness Express	Wax crayons Colour wash Experiment with mixing colours Batik Marbling technique Composition History Starry Night	Rolling Plaiting Malleable Material Smoothing Weave Loom Warp	Emotions sewing textiles joining structure tools materials stable stiff	Dips Dippers Hygiene Safety Cut Wash Recipe Taste Texture
Extra-curricular opportunities	A educational visit to the Science and Industry Museum	A visit from a local artist to conduct an emotional art project	An educational visit to Lady Lever Art Gallery in Bebington	Local visit to Meols to explore the impact of the Celts settlement		A visit to a local supermarket to explore the Farm to Fork process
Year 5/6						
Cycle Two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Social Skills	Social Art	Let's Go Fly A Kite	Buildings	Programming Adventures	Art in other cultures



Cross Curricular Links	PSHE - Emotions, teamwork.	PSHE - Emotional regulation. English - Exploring the links between art and poetry.	Maths - Inclusive of Geometry in the design process. Science - Exploring how kites work with aerodynamics.	Geography - Exploring architecture in our local and wider area. Maths - Use of Geometry exploring 2D and 3D shapes.	Computing - Use of core computing programmes.	Geography - Mapping out origins of artwork, World Around Us - Exploring artwork for different cultures and religions.
Knowledge Pupils will ...	<p>This topic integrates Art and Design Technology (DT) with the development of social skills tailored for Year 5/6 pupils.</p> <p>The curriculum is designed to use creative projects as a means to enhance communication, cooperation, and emotional regulation among students, fostering a supportive and inclusive classroom environment.</p> <p>Art activities will include; interactive wall mosaics, kinetic art sculptures, sound and art</p>	<p>During this unit, students express emotions through various art forms, developing self-awareness, empathy, and emotional regulation.</p> <p>Activities include emotion masks, music-inspired art, nature art, abstract emotion painting, art and movement, personal symbols, story stones, collaborative poetry and art, emotional self-portraits, mindfulness colouring, and exploring cultural emotion art, culminating in a classroom art exhibition.</p> <p>The range of activities</p>	<p>Pupils will design, make, and evaluate a kite.</p> <p>This project builds upon previously learned joining skills and involves exploring various types of kites and understanding how they are constructed.</p> <p>Students will investigate different materials, experiment with designs, and learn about the principles of aerodynamics to create functional and creative kites.</p> <p>This topic allows pupils to learn outside of the classroom.</p> <p>Cross curricular links</p>	<p>This unit focuses on architectural art, guiding students through the exploration and creation of building designs in both 2D and 3D forms.</p> <p>By studying the works of artists Sue Averall and Antoni Gaudi, students will gain inspiration and apply various techniques to create their own cityscapes and building sculptures.</p> <p>Pupils will explore and understand the wide range of buildings that we see in our world.</p> <p>There will be a touch into the construction elements of buildings</p>	<p>Pupils will be introduced to the world of programming.</p> <p>In this project, they will explore the basics of programming, including understanding algorithms, sequences, loops, and conditional statements.</p> <p>They will apply these skills and knowledge to the programming of their own robot, learning how to write, test, and debug simple programs to control the robot's movements and actions.</p> <p>This hands-on experience will help</p>	<p>Within this area of work, pupils explore different art forms, techniques and cultural contexts from around the world.</p> <p>Pupils will research findings on a chosen art culture.</p> <p>Pupils will explore artwork from Ancient civilisations and create artwork inspired by this.</p> <p>They will study traditional Asian art forms and create art using techniques inspired by Asian art.</p> <p>Students will investigate Indigenous art forms from different regions and create artwork that incorporates symbols from</p>



	<p>integration, nature mandalas and environmental art projects.</p> <p>DT activities will include; Freeze frames, digital storyboard and 3D printing projects.</p>	<p>within this topic allows for students to regularly socialise and work together during this scheme of work.</p>	<p>between Science and Maths are vitally important within this topic to ensure a clear and fluid understanding.</p>	<p>and how things work and come together.</p> <p>Pupils will have great reference points by utilising the local area.</p>	<p>students understand the practical applications of programming in real-world scenarios.</p>	<p>such cultures.</p> <p>Exploring African art forms and creating pieces of artwork inspired by African art using mixed media.</p>
<p>Skills Pupils will ...</p>	<p>Improve communication, teamwork and empathy through collaborative art and DT projects.</p> <p>Use art as a medium to express emotions and develop strategies.</p> <p>Encourage self expression and creativity, helping to build confidence in abilities.</p> <p>Foster an inclusive environment to feel valued and understood.</p>	<p>Develop artistic techniques to express and communicate emotions effectively.</p> <p>Understand and identify personal emotions through creative exploration.</p> <p>To recognise and respond to emotions expressed by others through collaborative art.</p> <p>To explore various art forms and techniques to convey emotions imaginatively.</p>	<p>Discusses the method, equipment and materials they can use to make an item stable or stronger.</p> <p>Joins or combines resistant materials.</p> <p>Cuts resistant materials.</p> <p>Chooses materials to fit the aesthetic quality of their design.</p> <p>Decides on a design criteria for a product.</p> <p>Be able to link Science and Maths learning to the learning within this topic.</p>	<p>Can complete 3D skyscraper pictures using one vanishing point.</p> <p>Can sketch and plan out a city landscape using one vanishing point.</p> <p>Can draw 3D buildings to scale and in proportion.</p> <p>Use a range of painting techniques to create aerial perspective.</p> <p>Can add paint to large blocks of colour and small details when creating a large</p>	<p>Students will write programs that accomplish specific goals and incorporate simple circuits into their products.</p> <p>They will evaluate their own ideas and products, providing explanations for any modifications made.</p> <p>Additionally, students will investigate and analyse a range of products, using key terminology to describe their findings.</p> <p>Be able to expand on their understanding of</p>	<p>Learn about the art forms, symbols and techniques specific to various cultures around the world.</p> <p>Explore and practise different artistic techniques and mediums inspired by various cultures.</p> <p>Use imagination to create original artworks inspired by cultural motifs and styles.</p> <p>Conduct research to learn about different cultures, their art history and significant artists or artisans.</p>



	<p>Understand the core requirements of working as a team and understanding what makes a successful team.</p> <p>Explore a range of softwares and programmes that can allow for 3D printing.</p>	<p>To use art as a medium to convey thoughts, feelings and ideas effectively.</p> <p>Improvement of dexterity and precision through activities like painting and detailed art creation.</p> <p>To analyse and interpret artwork, reflecting on cultural emotion art and personal emotional experiences.</p>	<p>Respond to feedback from peers to improve their product.</p> <p>Be able to follow the design, make and evaluate format setout.</p> <p>Set up a pitch for their product explaining the logistics behind the process.</p>	<p>composition.</p> <p>Can apply a paint finish to the sculpture in the style of Antoni Gaudi.</p> <p>Can complete a ripped photograph of a famous landmark in two dimensions.</p> <p>can draw cuboids in three dimensions.</p>	<p>core programmes and use and apply this knowledge to a wide range of programmes and softwares.</p> <p>Be able to respond to any adverse outcomes as and when they arise through the process.</p>	<p>Analyse and compare artworks from different cultures.</p> <p>Identify similarities and differences in style, materials and purpose.</p>
Key vocabulary	<p>Empathy</p> <p>Medium</p> <p>Mosaic</p> <p>Kinetic art</p> <p>Mandalas</p> <p>Freeze frames</p> <p>Storyboard</p> <p>3D Printing</p>	<p>Symbols</p> <p>Poetry</p> <p>Portrait</p> <p>Emotion</p> <p>Mindfulness</p>	<p>Joining</p> <p>Stable</p> <p>Stronger</p> <p>Combine</p> <p>Resistant</p> <p>Aesthetic</p> <p>Criteria</p>	<p>Gaudi</p> <p>Barcelona</p> <p>Buildings</p> <p>Sue Overall</p> <p>Sculpture</p> <p>Cityscape</p>	<p>Programming</p> <p>Algorithms</p> <p>Sequences</p> <p>Loops</p> <p>Debug</p> <p>Control</p> <p>Statements</p>	<p>Techniques</p> <p>Culture</p> <p>Ancient</p> <p>Asian</p> <p>Symbols</p> <p>African</p> <p>Artisans</p> <p>Mixed media</p>
Extra-curricular opportunities	<p>An educational visit to a 3D printing software business in Birkenhead.</p>	<p>A visit from a local poet to create a class project through poetry and emotional art</p>	<p>An educational visit to a kite festival. A visit to the beach to test their kites at the end of the learning experience</p>	<p>The local area and a visit to Liverpool allows the opportunity to explore a range of buildings</p>	<p>An educational visit to the Science and Industry Museum in Manchester</p>	<p>A visit to the Museum of Liverpool to explore the cultural heritage of the area.</p>