

Overview Art/DT Year 4

	Autumn Term		Spring Term		Summer Term	
Big Question	What makes a good civilisation?		How do you leave a legacy?		What makes a good mystery?	
Other Subject links	Ancient Greece, map work, living things & habitats. DT - making Greek salad (looking at specific diets of civilisations) Music - Ancient Greek music study		History - Roman & Celt invaders & settlers. Art - Celtic mosaics, Anglo-Saxon masks DT- Torches		History - Ancient Egypt. DT- making Shadufs	
DT	Autumn DT - Cooking and Nutrition (Greek Salad)		Spring DT- Electrical components (Portable Light Source)		Summer DT- Construction (Shadufs)	
Art	Autumn Art - Drawing/Painting		Spring Art - Collage/3D		Summer Art - Textiles/Printing	
National Curriculum Objectives	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. Henri	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,

	<p>clay]</p>	<p>- About great artists, architects and designers in history. Georgia O'Keefe</p> <p>Design</p> <p>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials,</p>	<p>Matisse</p> <p>Design</p> <p>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own</p>	<p>history.</p>	<p>clay]</p> <p>- About great artists, architects and designers in history.</p> <p>Design</p> <p>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials,</p>	<p>clay]</p> <p>- About great artists, architects and designers in history.</p> <p>Design</p> <p>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of</p>
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		<p>textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a variety of predominantly dishes using a range of cooking techniques -understands seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 		<p>textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a variety of predominantly dishes using a range of cooking techniques -understands seasonality and know where and how a variety of ingredients
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						are grown, reared, caught and processed.
Knowledge and Skills	<ul style="list-style-type: none"> * use research for design ideas *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources * work through plan in order. * realise if product is going to be good quality *refer to design criteria while designing and making *use criteria to evaluate product * begin to explain how I could improve original design *explain how to be safe/hygienic *think about presenting product in interesting/ attractive ways *understand ingredients can be fresh, pre-cooked or processed *begin to understand about food being grown, reared or caught in the UK or wider world *describe eat well plate and how a healthy diet=variety / balance of food and drinks *explain importance of food and drink for active, healthy bodies *prepare and cook some dishes safely and hygienically <p>*use some of the following techniques: peeling, chopping, slicing, grating, mixing, etc.</p>	<ul style="list-style-type: none"> * use research for design ideas * show design meets a range of requirements and is fit for purpose *begin to create own design criteria *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources *explain how product will work * select suitable tools and equipment, explain choices in relation to required techniques and use accurately *select appropriate materials, fit for purpose; explain choices * work through plan in order. * realise if product is going to be good quality * measure, mark out, cut and shape materials/components with some accuracy *assemble, join and combine materials and components with some accuracy *refer to design criteria while designing and making *use criteria to evaluate product * begin to explain how I could improve original design *evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose * discuss by whom, when and where products were designed * know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products <p>*measure carefully to avoid mistakes</p> <p>*attempt to make product strong</p> <p>*continue working on product even if original didn't work</p>	<ul style="list-style-type: none"> * use research for design ideas * show design meets a range of requirements and is fit for purpose *begin to create own design criteria *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources *explain how product will work * make a prototype * select suitable tools and equipment, explain choices in relation to required techniques and use accurately *select appropriate materials, fit for purpose; explain choices * work through plan in order. * realise if product is going to be good quality * measure, mark out, cut and shape materials/components with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy *refer to design criteria while designing and making *use criteria to evaluate product * begin to explain how I could improve original design *evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose 			

		<ul style="list-style-type: none"> *select most appropriate tools / techniques *explain alterations to product after checking it *grow in confidence about trying new / different ideas. *use levers to create movement *use number of components in circuit 	<ul style="list-style-type: none"> * discuss by whom, when and where products were designed * know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products *measure carefully to avoid mistakes *attempt to make product strong *continue working on product even if original didn't work *make a strong, stiff structure *select most appropriate tools / techniques *explain alterations to product after checking it *grow in confidence about trying new / different ideas. *use levers to create movement
	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - Apply their experience of drawing materials and processes. - Use viewfinders to select and analyse visual elements. - Record observations of linear patterning in natural objects. - Use fine control with a pencil to make detailed, analytical observational drawings. <p><u>Painting</u></p> <ul style="list-style-type: none"> - Select and assemble different materials to make a multi-shaped and textured surface. - Extend understanding of what can be used as a painting surface. - Mix colours and select appropriate brushes for specific purposes. - Use fine brushes to produce careful marks onto painted surfaces. 	<p><u>Collage</u></p> <ul style="list-style-type: none"> - Describe the body positions of figures in motion using torn paper. - Investigate and combine visual qualities of materials and processes. - Understand and explore the translucent nature of tissue paper. - Develop ideas and apply knowledge of processes. <p><u>Cast 3D forms</u></p> <ul style="list-style-type: none"> - Use research and sketchbook work to explore designs. - Apply experience of materials and processes to develop work. - Adapt, modify and refine work in process. 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> - Develop dip dye and resist techniques. - Respond to the work of textile artists. - Develop personal responses to works of art. - Develop knotting, threading and binding. - Select materials and processes and organise and combine these in their work. <p><u>Printmaking</u></p> <ul style="list-style-type: none"> - Investigate designs developed in another culture. - Explore and develop designs using sketchbooks. - Develop the technique of monoprinting. - Transpose monoprint designs into Press Print, understanding that this will facilitate repeat printing.

Vocabulary	<u>Drawing</u> Graphic marks, response, selecting, lines/linear, proportion, composing, tonal quality, pencil control <u>Painting</u> Irregular, surface, texture, tone, contrast, repeated,	<u>Collage</u> Position, overlapping, translucency, distortion, modify, unique, adapt, overworking, reworking <u>3D</u>	<u>Textiles</u> Resist, dip dye, wrapping, knotting, threading, binding <u>Printmaking</u> Textiles, explore, transpose, transfer, indent,
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