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 | Au | tumn | Spr | Spring | | Summer | |
| | | d Nutrition (Greek alad) | DT- Electrical components (Portable Light Source) | | DT- Construction (Shadufs) | | |
| Art | Au | tumn | Spring | | Summer | | |
| | Art - Drav | ving/Painting | Art - Collage/3D | | Art - Texti | les/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, | |

| clay] | - About great artists, | Matisse | history. | clay] | clay] |
|-------|--|---|----------|---|--|
| | architects and designers | Design | | - About great artists, | - About great artists, |
| | in history. Georgia O'Keefe | - use research and develop | | architects and | architects and |
| | | design criteria to inform the | | designers in history. | designers in history. |
| | | design of innovative, functional, | | | |
| | | appealing products that are fit | | Design | |
| | Design | for purpose, aimed at particular | | - use research and | |
| | - use research and develop | individuals or groups | | develop design criteria | No. 1 |
| | design criteria to inform | | | to inform the design of | Design |
| | the design of innovative, | -generate, develop, model and | | innovative, functional, appealing products that | - use research and |
| | functional, appealing | communicate their ideas through | | are fit for purpose, | develop design crite |
| | products that are fit for | discussion, annotated sketches, | | aimed at particular | to inform the design |
| | purpose, aimed at | cross-sectional and exploded | | individuals or groups | innovative, function |
| | particular individuals or | diagrams, prototypes, pattern pieces and computer-aided | | marviadais or groups | appealing products tare fit for purpose, |
| | groups | design | | -generate, develop, | aimed at particular |
| | | design | | model and communicate | individuals or group |
| | -generate, develop, model | Make | | their ideas through | marviduais or group |
| | and communicate their | -select from and use a wider | | discussion, annotated | -generate, develop, |
| | ideas through discussion, | range of tools and equipment to | | sketches, cross- | model and communic |
| | annotated sketches, | perform practical tasks [for | | sectional and exploded | their ideas through |
| | cross-sectional and | example, cutting, shaping, joining | | diagrams, prototypes, | discussion, annotat |
| | exploded diagrams, | and finishing], accurately | | pattern pieces and | sketches, cross- |
| | prototypes, pattern pieces and computer-aided design | and finishing, accuratory | | computer-aided design | sectional and explo |
| | und computer-dided design | -select from and use a wider | | | diagrams, prototype |
| | Make | range of materials and | | Make | pattern pieces and |
| | -select from and use a | components, including | | -select from and use a | computer-aided des |
| | wider range of tools and | construction materials, textiles | | wider range of tools | |
| | equipment to perform | and ingredients, according to | | and equipment to | Make |
| | practical tasks [for | their functional properties and | | perform practical tasks | -select from and us |
| | example, cutting, shaping, | aesthetic qualities | | [for example, cutting, | wider range of tool |
| | joining and finishing], | | | shaping, joining and | and equipment to |
| | accurately | Evaluate | | finishing], accurately | perform practical to |
| | , | -investigate and analyse a range | | | [for example, cuttin |
| | -select from and use a | of existing products | | -select from and use a wider range of | shaping, joining and |
| | wider range of materials | | | materials and | finishing], accurate |
| | and components including | -evaluate their ideas and | | materials and | |

products against their own

and components, including

construction materials,

-select from and use a

wider range of

components, including

construction materials,

| | _ | | | |
|------|--|--|--|---|
| | textiles and ingredients, according to their functional properties and aesthetic qualities | design criteria and consider the views of others to improve their work | textiles and ingredients, according to their functional properties and aesthetic qualities | materials and components, including construction materials, textiles and ingredients, according |
| | Evaluate | Technical Knowledge | doomono quannos | to their functional |
| | -investigate and analyse a | - | Evaluate | properties and |
| | range of existing products | -understand and use electrical systems in their products [for | -investigate and analyse a range of existing | aesthetic qualities |
| | -evaluate their ideas and | example, series circuits | products | Evaluate |
| | products against their own | incorporating switches, bulbs, | | -investigate and analyse |
| | design criteria and | buzzers and motors] | -evaluate their ideas | a range of existing |
| | consider the views of others to improve their | | and products against their own design | products |
| | work | | criteria and consider | -evaluate their ideas |
| | | | the views of others to | and products against |
| | Cooking and Nutrition | | improve their work | their own design |
| | -understand and apply the | | | criteria and consider |
| | principles of a healthy and | | -understand how key events and individuals in | the views of others to |
| | varied diet | | design and technology | improve their work |
| | -prepare and cook a | | have helped shape the | Cooking and Nutrition |
| | variety of predominantly | | world | -understand and apply |
| | savoury dishes using a | | | the principles of a |
| | variety of predominantly | | T. L. C. L. K. L. L. L. | healthy and varied diet |
| | dishes using a range of | | Technical Knowledge | 1 |
| | cooking techniques | | -apply their understanding of how | -prepare and cook a variety of |
| | -understands seasonality | | to strengthen, stiffen | predominantly savoury |
| | and know where and how a | | and reinforce more | dishes using a variety |
| | variety of ingredients are | | complex structures | of predominantly dishes |
| | grown, reared, caught and | | | using a range of cooking |
| | processed. | | -understand and use mechanical systems in | techniques |
| | | | their products [for | -understands |
| | | | example, gears, pulleys, | seasonality and know |
| | | | cams, levers and | where and how a |
| | | | linkages] | variety of ingredients |
| | | | | |

| | | | | | | are grown, reared, caught and processed. |
|----------------------|---|--|--|--|---|---|
| Knowledge and Skills | *explain how to be safe/hy *think about presenting pr attractive ways *understand ingredients co processed *begin to understand abou or caught in the UK or wide *describe eat well plate an diet=variety / balance of foo healthy bodies | but how to create product for design. in it to others ch decisions considering er. g to be good quality while designing and making roduct and improve original design regienic roduct in interesting/ an be fresh, pre-cooked or t food being grown, reared er world and how a healthy food and drinks and and drink for active, shes safely and hygienically techniques: peeling, | * use research for design ideas * show design meets a range of reconcepurpose *begin to create own design criter *have at least one idea about how improvements for design. * produce a plan and explain it to a say how realistic plan is. *include an annotated sketch *make and explain design decisions resources *explain how product will work * select suitable tools and equipment to required techniques and use accesselect appropriate materials, fit work through plan in order. * realise if product is going to be a same accuracy *assemble, join and combine materials accuracy *refer to design criteria while des *use criteria to evaluate product * begin to explain how I could impr *evaluate existing products, consistent of the consistent of the could be a subject to the | ia to create product and suggest thers considering availability of ent, explain choices in relation curately for purpose; explain choices good quality e materials/components with tials and components with some tigning and making enve original design dering: how well they've been took, how they have been made, e products were designed eners/ f ground-breaking products tes | * use research for design * show design meets a rai is fit for purpose *begin to create own desi *have at least one idea ab product and suggest impr * produce a plan and expla *say how realistic plan is. *include an annotated ske *make and explain design availability of resources *explain how product will * make a prototype * select suitable tools and choices in relation to requ accurately *select appropriate mate explain choices * work through plan in ora * realise if product is goi * measure, mark out, cut materials/components wit *assemble, join and comb components with some ac *apply a range of finishing accuracy *refer to design criteria making *use criteria to evaluate * begin to explain how I c design *evaluate existing product they've been made, mater how they have been made | ign criteria cout how to create covements for design. ain it to others etch decisions considering work d equipment, explain uired techniques and use rials, fit for purpose; der. ng to be good quality and shape th some accuracy ine materials and curacy g techniques with some while designing and product could improve original ets, considering: how well rials, whether they work, |

| | | *select most appropriate tools / techniques *explain alterations to product after checking it | * discuss by whom, when and where products were designed | |
|---|--|--|---|--|
| | | *grow in confidence about trying new / different ideas. *use levers to create movement *use number of components in circuit | * 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 | |
| Painting - - - - - - - - - - - - - | 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. | Collage 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. Cast 3D forms Use research and sketchbook work to explore designs. Apply experience of materials and processes to develop work. Adapt, modify and refine work in process. | Textiles - 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. Printmaking - 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. | |

| | | <u>Textiles</u> Resist, dip dye, wrapping, knotting, threading, binding |
|--|---|---|
| | Painting Irregular, surface, texture, tone, contrast, repeated, | Printmaking Textiles, explore, transpose, transfer, indent, |