

4Overview Art/DT Year 5

	Autumn Term		Spring Term		Summer Term	
Big Question	Where do we come from?		Could we live anywhere else?		How are we similar? How are we different?	
Other Subject links	Vikings, Forces, Life Cycles DT knowledge of pulleys, levers, cogs (forces) in Science.		Maya, Space (Earth, Moon and Sun)		Brazil, changing materials, changes and reproduction	
	Autumn 1 Art - Sketching and printing	Autumn 2 DT - Viking pulley system for longboat, lever	Spring 1 Art - sculpture and painting	Spring 2 DT - Prototype Moon rover - woodwork, lights, levers (and motor?)	Summer 1 Art - textiles and collage	Summer 2 DT - Bridges and Brazilian food Christ the Redeemer research and compare to Angel of the North Art and DT
National Curriculum Objectives	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them</li> <li>- to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>-generate, develop, model and communicate</li> </ul>	<ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including sculpture (mod rock) and painting</li> <li>- to review and revisit ideas</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated</li> </ul>	<ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including sculpture (textiles - tapestry)</li> <li>- about great artists, architects and designers in history.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- evaluate their ideas and products against</li> </ul>

		<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>-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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>-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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>		<p>their own design criteria</p> <ul style="list-style-type: none"> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>-select from and use a wider range of materials and components, including</li> </ul>
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		<p><b>Technical Knowledge</b></p> <p>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p>-apply their understanding of computing to program, monitor and control their products.</p>		<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical Knowledge</b></p> <p>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Cooking and Nutrition</b></p> <p>-understand and apply the principles of a healthy and varied diet</p> <p>-prepare and cook a variety of predominantly savoury</p>
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<p><b>Knowledge</b></p>	<p><u>Drawing</u> Produce observational drawings.</p> <p>Select and use a range of media.</p> <p>Use a natural form as a starting point for drawings.</p> <p>Select and enlarge drawings and use a variety of mark makers to develop work. Experiment with the use of rubbers to remove graphite work and draw in the negative.</p> <p><u>Printmaking</u> Learn the process of reduction block printing using Press Print and primary colours.</p>		<p><u>3D</u> Develop understanding of Modroc as a sculptural material. Develop ways of recording ideas and processes used in the development of their sculptures.</p> <p>Review their sculptures and say what they think and feel about them.</p> <p><u>Painting</u> Question and make thoughtful observations about using the work of other artists as a starting point and select ideas to use in their work. Make a multi-layered piece with a variety of media. Apply experiences of materials and processes developing their control of tools and techniques for painting. Understand the use of contrasting, adjacent colours.</p>		<p><u>Collage</u> Record from direct observation.</p> <p>Investigate and combine visual and tactile materials and processes to collage techniques.</p> <p>Apply their experiences of materials and processes, developing their control of tools and techniques.</p> <p><u>Textiles</u> Develop an understanding of wax resist.</p> <p>Apply their knowledge of the Batik process and develop their control of tools and techniques.</p>	

	<p>Discuss work as it progresses and develop ideas.</p> <p>Adapt and modify their work according to their views.</p>					
<p><b>Skills</b></p> <p>I keep checking my design is the best it can be, I check whether anything can be improved, I can evaluate the appearance and function against a criteria I can explain why my finished product is going to be of good quality, I can explain how my product will appeal to the audience, I can use a range of tools/equipment expertly, I persevere through different stages of the making process</p>	<p><b>Drawing</b> Produce observational drawings. Select and use a range of media. Use a natural form as a starting point for drawings.</p> <p>Select and enlarge drawings and use a variety of mark makers to develop work. Experiment with the use of rubbers to remove graphite work and draw in the negative.</p> <p><b>Printing</b> Learn the process of reduction block printing using Press</p>	<p>I can come up with a range of ideas after I have collected information, I can produce a step-by-step plan I can explain how I made my product strong I can refine my product after testing it</p> <p>I can evaluate the appearance against a criteria I am motivated enough to refine and further improve my product using moldable materials</p>	<p><b>3D Sculpture</b> Develop understanding of Modroc as a sculptural material.</p> <p>Develop ways of recording ideas and processes used in the development of their sculptures.</p> <p>Review their sculptures and say what they think and feel about them.</p> <p><b>Painting</b> Question and make thoughtful observations about using the work of other artists as a starting point and select ideas to use in their work.</p>	<p>I take user's views into account, when designing, I can produce a step-by-step plan, I can suggest alternative plans and say what the good points and drawbacks are about each I can make a prototype I can refine my product after testing it</p>	<p><b>Textiles</b> Develop an understanding of wax resist.</p> <p>Apply their knowledge of the Batik process and develop their control of tools and techniques.</p> <p><b>Collage</b> Record from direct observation.</p> <p>Investigate and combine visual and tactile materials and processes to collage techniques.</p>	<p>I keep checking my design is the best it can be, I check whether anything can be improved, I can evaluate the appearance and function against a criteria I can explain how I made my product attractive and strong, I can use a range of joining techniques I can refine my product after testing it My measurements are accurate enough to ensure everything is precise</p> <p>I can describe what I can do to be both hygienic and safe, I can say if I have presented my product well</p>

	<p>Print and primary colours.</p> <p>Discuss work as it progresses and develop ideas.</p> <p>Adapt and modify their work according to their views.</p>		<p>Make a multi-layered piece with a variety of media.</p> <p>Apply experiences of materials and processes developing their control of tools and techniques for painting.</p> <p>Understand the use of contrasting, adjacent colours.</p>		<p>Apply their experiences of materials and processes, developing their control of tools and techniques.</p>	
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