

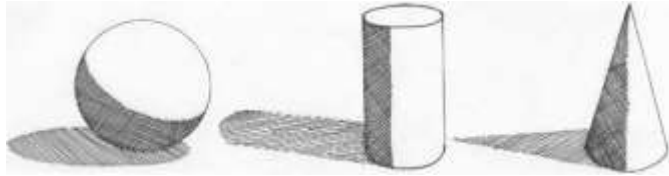







WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW

**Year 5 & 6 Cycle B**



<b>Autumn 1</b>	<b>Art- Drawing</b> Children to draw a piece of WW2 art in the style of <b>Henry Moore</b>	<b>Context: WW2 BRITAIN.</b>
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art- Drawing</b> <ul style="list-style-type: none"> <li>Use a choice of techniques to depict movement, perspective and shadows.</li> <li>Draw in the style of an artist.</li> <li>Use lines to represent movement.</li> </ul>	<b>Artist/architect/designer:</b>	Henry Moore was one of the most important British artists of the twentieth century and arguably the most internationally celebrated sculptor of the period. He is known for his sculptures as well as his paintings of Londoners during WW2 from the air raids of 1940–2, mainly in underground stations, done in his capacity as an Official War Artist. He used perspective to show the scale of devastation and a metaphor for the stoic resistance of the British people in the face of war.
	<b>Equipment &amp; materials:</b> (e.g. pencil, charcoal, paint, ink, graphite)	Different hardness of sketching pencils, rubber, charcoal, graphite and ink to add depth. Pastels/watercolours to add colour.
	<b>Technique/skills:</b> (designing, painting, sculpting, drawing) 	<b>Drawing:</b> Children to practise sketching simple lines and outlines to show perspective. Children to study Moore's paintings and practise using techniques he used. Children to practise using light and dark to create shadows e.g. people and curves in the tunnels. Continue practising to draw people in different positions to show movement (built on learning from Y5). 
	<b>Sketchbooks work</b> Children practise sketching shadows of different 3D objects. Children to practise drawing lines to show perspective. Children to add hints of colour to their sketches in the style of Moore.	<b>DT process (evidenced in sketchbooks) – N/A art focus this half term</b> 

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	Final piece- A Henry Moore inspired piece of art that shows perspective and shadows.	
	<b>Language:</b> <b>Drawing</b> - line, tone, sketch, hardness, graphite, rubber, light, shadow, shading, mood, perspective, movement	



<b>Autumn 2</b>	<b>Art- Painting</b> Children to paint a watercolour scene based on their knowledge of the <b>Windrush</b> .	
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art- Painting</b> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually</li> </ul>	<b>Artist/architect/designer:</b>	Their piece will capture the ship the 'Empire Windrush' as it pulls away from the Caribbean islands, setting off on its 8,000-mile journey to Tilbury docks in East London, where it arrived in June 1948.
	<b>Equipment &amp; materials:</b> (e.g. pencil, charcoal, paint, clay)	Paints, different thicknesses of brushes, unconventional painting components
	<b>Technique/skills:</b> (designing, painting, sculpting, drawing) <div>     </div>	<div>  </div> <b>Painting:</b> Children to practise sketching lightly and adding colour. Children to add tints and tones to colours to create colour palettes of wildlife colours. Children to experiment with tones and tints of colours to create mood. Children to experiment with different qualities of paint to create texture. Children to continue using different brush techniques to create texture.

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<p>interesting pieces.</p> <ul style="list-style-type: none"> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> </ul>	  <p><a href="https://feltmagnet.com/painting/Acrylic-Brush-Stroke-Techniques">https://feltmagnet.com/painting/Acrylic-Brush-Stroke-Techniques</a></p>	
	<p><b><u>Sketchbooks work</u></b>            Different colour palettes.            Examples of children practising adding colour to sketches.            Examples of children using different brush techniques.            Examples of children experimenting with different qualities of paint.</p>	<p><b><u>DT process (evidenced in sketchbooks)- N/A focus on art this half term</u></b></p>
	<p><b>Language:</b>  <b>Painting-</b> acrylic, watercolour, brush, stroke, drybrush, stippling, scumbling, hatching, crosshatch, mood, tint, tone, light, dark</p>	

Spring 1	<p><b>Art – Printing</b>            Children to design their own printing blocks to create Early Islamic Civilization inspired wall hangings with repeating patterns/motifs</p>	<p><b>Context: Early Islamic Civilization</b></p>
Assessment criteria (taken from the NC documents for BOTH art and DT):	<p><b>Artist/architect/designer:</b></p>	N/A
Art – Printing	<p><b>Equipment &amp; materials:</b>            (e.g. pencil, charcoal, paint, clay)</p> <p><b>Technique/skills:</b></p>	<p>glue, cardboard (to make a printing block), string, blocks you can make incisions into e.g. polystyrene</p> <p>Printing:</p>

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<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<p><b>(designing, painting, sculpting, drawing)</b></p>  <p><b>Practising the creation of Islamic repeating patterns</b></p> <p><b>Relief printing transfers the design you stick onto the printing block.</b></p>	<p>Children to create small, different printing blocks that create Collograph (relief) printing.</p> <p>Children to create small, different printing blocks that create Incised Printing: (Press print)</p> <p>Children to experiment with colour by layering different prints on top of each other to create designs.</p>  <p>Incised printing is when you score the pattern into the printing block.</p>
	<p><b><u>Sketchbooks work</u></b></p> <p>Examples of different incised and relief printing blocks and their prints. Examples of how colours and patterns can be layered to create designs.</p> <p><b>Final piece- Printed Islamic Civilization inspired wall hanging. (Could be displayed in the hall?)</b></p>	<p><b><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></b></p> <p><b><u>Layered prints that experiment with colour and pattern.</u></b></p>
	<p><b>Language:</b> <b>Textiles-</b> texture, material, paint, roller, printing block, relief, incise, coiled string, pattern, colour, layers.</p>	

**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW**

<b>Spring 2</b>	<b>Art and DT- Textiles</b> Children design and make a chair using lollipop sticks and decorate with felt and patterns.	<b>Context: - Link with English book ‘ The Day War Came’ with food from countries e.g. Ukraine or Syria to tie into the book we are reading in English.</b>
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art and DT- Textiles</b> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile</li> </ul>	<b>Artist/architect/designer:</b>	<b>Book The Day War Came - Nicola Davies</b>
	<b>Equipment &amp; materials: (e.g. pencil, charcoal, paint, clay)</b>	Lollipop sticks, piece of plywood, Felt, needle, thread, string, material, wool of different colours and thicknesses,
	<b>Technique/skills: (designing, painting, sculpting, drawing)</b>	<b>Textiles:</b> Children to construct their chairs using materials Children continue to practise running, cross and backstitch and learn when you would each type e.g., joining materials, decoration for cushions.
	<b><u>Sketchbook’s work</u></b> Examples of children experimenting with using different materials Examples of children practising/stencilling designs. Sketches of children’s annotated final designs including construction. .  <b>Final piece - Children design and make a small chair using a variety of materials to display in an exhibit to parents and KS2 with reference to refugees and The Day War Came.</b>	<b><u>DT process (evidenced in sketchbooks)</u></b>  <b><u>Design:</u></b> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams,</li> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Draw up a specification for their design.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> </ul> <b><u>Make</u></b> <ul style="list-style-type: none"> <li>• Confidently select appropriate tools, materials, components and techniques and use them.</li> <li>• Use tools safely and accurately.</li> </ul>

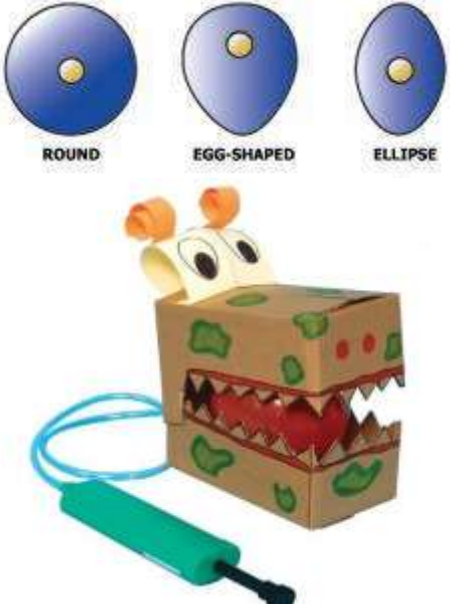
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effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).		<ul style="list-style-type: none"> <li>• Assemble components to make working models.</li> <li>• Aim to make and to achieve a quality product.</li> <li>• Construct products using permanent joining techniques.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Record their evaluations using drawings with labels.</li> <li>• Evaluate against their original criteria and suggest ways that their product could be improved.</li> <li>• Evaluating the key designs of individuals in design and technology has helped shape the world.</li> <li>• Create an exhibit for KS2 and parents showcasing the children's chairs and food from countries relating to 'The Day War Came'</li> </ul>
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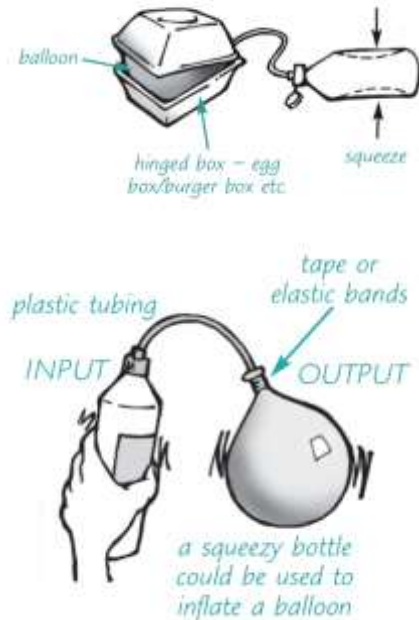
<b>Summer 1</b>	<b>DT- Mechanics and construction</b> Children to design and make moving 'Mythical Creatures' inspired by their Greek mythology learning.	<b>Context: Ancient Greece</b>
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>DT- Mechanics and construction</b>	<b>Artist/architect/designer:</b>	N/A
	<b>Equipment &amp; materials:</b> (e.g. pencil, dowels, cardboard, paint )	Dowel, wood, junk materials, pneumatics, cams, glue, sand paper, cardboard
	<b>Technique/skills:(designing, painting, sculpting, drawing)</b>	<b>Mechanics:</b> Explore how to use cams to create rotary and linear movements. Learn how to use pneumatics to create movement. Create sturdy structures using different joining techniques.



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<ul style="list-style-type: none"> <li>• Create rotary and linear movements using cams.</li> <li>• Develop a range of practical skills to create products (such as cutting, screwing, gluing, filing and sanding).</li> </ul>		
	<p><b><u>Sketchbooks work</u></b></p> <p><b>Mechanics and construction:</b> Annotated sketches, cross-sectional and exploded diagrams and prototypes. Notes on the movement different cams create. Photos of children using pneumatics to create movement.</p> <p><b>Final piece- Mythical moving creature that uses either cams or pneumatics.</b></p>	<p><b><u>DT process (evidenced in sketchbooks)</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</li> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Draw up a specification for their design- link with Mathematics and Science.</li> <li>• Plan the order of their work, choosing appropriate materials, tools and techniques.</li> <li>• Suggest alternative methods of making if the first attempts fail.</li> </ul>

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- Identify the strengths and areas for development in their ideas and products.

### **Make**

- Confidently select appropriate tools, materials, components and techniques and use them.
- Use tools safely and accurately.
- Assemble components to make working models.
- Aim to make and to achieve a quality product.
- Demonstrate when make modifications as they go along.
- Construct products using permanent joining techniques.
- Understand how mechanical systems such as cams or pulleys or gears create movement.
- Know how to reinforce and strengthen a 3D framework. Understand that mechanical and electrical systems have an input, process and output.

### **Review**

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.
- Evaluate their work both during and at the end of the assignment.
- Record their evaluations using drawings with labels.
- Evaluate against their original criteria and suggest ways that their product could be improved.
- Evaluate the key designs of individuals in design and technology has helped shape the world.




### **Language:**

**Sculpture-** scoring, moistening, blending, clay, sculpting, coils, silhouettes

**Mechanics and construction-** cams, rotary, linear, pneumatics, pump, dowel, handle, hinge, syringe, balloon, air, tubes



**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW**

<b>Summer 2</b>	<b>Art- Painting</b> Children to create paintings inspired by impressionist artists.	<b>Context: France – linked text ‘Shy Chasers’</b>
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b> <ul style="list-style-type: none"> <li><b>Art- Painting</b> <ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> </li> </ul>	<b>Artist/architect/designer:</b>	Cézanne, Seurat and Morisot- Impressionist artists
	<b>Equipment &amp; materials: (e.g. pencil, charcoal, paint, clay)</b>	Thin and thicker brushes, water colours, acrylic paint
	<b>Technique/skills:(designing, painting, sculpting, drawing)</b> 	<b>Painting:</b> Children to experiment with tints to show light and reflection in paintings.  Children to practise using short, thick strokes of paint to capture the essence of the object rather than the subject’s details. <div>   </div> <ul style="list-style-type: none"> <li>Children to practise using quickly applied brush strokes to give the illusion of movement</li> </ul>
	<b><u>Sketchbooks work</u></b>  Examples of different impressionist brush strokes. Sketches and painting examples of how to show light and shadow. Paintings of objects in the Impressionist style.	<b><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></b>

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	Final piece- to create an impressionist style piece to show a scene from 'Sky Chasers' including the hot air balloon.	
	<b>Language:</b> <b>Painting-</b> Impressionist, Cézanne, Seurat, Morisot, paint, stroke	