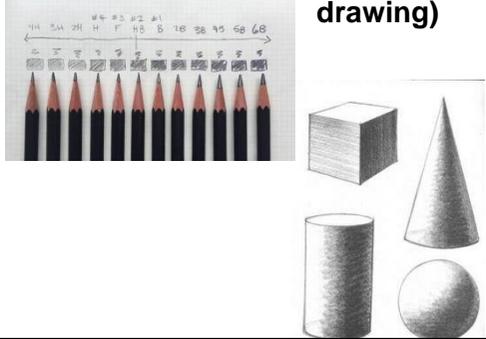


Year 3

<p>Autumn 1</p>	<p>Art- Drawing Children to sketch self-portraits inspired by the 'No Outsiders' scheme of work. DT- Sculpture Children to make a working model of a lighthouse.</p>	<p>Context: Geography study of a coastline- Linked text; Seal Surfer</p>
<p>Assessment criteria (taken from the NC documents for BOTH art and DT): Pupils to be assessed against this criteria on INSIGHT.</p> <p>Art- Drawing</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line and tone. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. <p>DT- Sculpture</p> <ul style="list-style-type: none"> • Use mouldable materials to create texture. • Make a working model of a light house. 	<p>Artist/architect/designer:</p>	<p>Gary Hodges Henry Winstanley- built the first lighthouse in England</p>
	<p>Equipment & materials: (e.g. pencil, charcoal, paint, clay)</p>	<p>Different hardness of sketching pencils, rubber, charcoal Junk modelling, paper machè, paints, electrical circuit components</p>
	<p>Technique/skills: (designing, painting, sculpting, drawing)</p> 	<p>Drawing: Children to experiment with and learn how the hardness of a pencil effects the lines and tones you can draw. Children to practise sketching lightly using lots of marks to build up the thickness of their lines. Children to learn how to create shadows and light by shading and using a rubber.</p> <p>Sculpture: Children to learn how to create textures and strengthen materials using paper machè. Children to learn the function of lighthouses. Children to create a simple circuit.</p>
<p>Sketchbook work</p> <p>Children to make a chart of pencils of different hardness and the shading/lines they make. Children practise creating light and shadow on objects/shapes.</p> <p>Final piece- Children to make a working model of a lighthouse. Children to draw a self-portrait.</p>	<p>DT process (evidenced in sketchbooks)</p> <p>Design</p> <ul style="list-style-type: none"> • With growing confidence generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • Know to make drawings with labels when designing. <p>Make</p> <ul style="list-style-type: none"> • Start to understand that mechanical and electrical systems have an input, process and output. 	

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- Know how simple electrical circuits and components can be used to create functional products.
- Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.

Review

- Start to evaluate their product against original design criteria
- Begin to evaluate familiar products (peers work) and consider the views of others to improve them.
- Evaluate the key designs of individuals in design and technology has helped shape the world.

Language:

Drawing- line, tone, sketch, hardness, graphite, rubber, light, shadow, shading

Sculpture and electrics- circuit, wire, bulb, battery, series circuit, paper machè, strengthen, mould, texture

<p>Autumn 2</p>	<p>Art- Painting Children to create a piece of art that covey’s strong emotion inspired by ‘The Scream’. DT- Children to make a stable, waterproof, windproof shelter outside.</p>	<p>Context: Homelessness - Linked text; Winter’s Child</p>
<p>Assessment criteria (taken from the NC documents for BOTH art and DT): Pupils to be assessed against this criteria on INSIGHT.</p> <p>Art- Painting</p> <ul style="list-style-type: none"> Mix tertiary colours effectively. Experiment with creating mood with colour. 	<p>Artist/architect/designer:</p>	<p>Edvard Munch Henry Hopkins Sibley- invented the Sibley tent</p>
	<p>Equipment & materials: (e.g. pencil, charcoal, paint, clay)</p>	<p>Paints, different thicknesses of brushes, unconventional paining components, pastels</p>
	<p>Technique/skills: (designing, painting, sculpting, drawing)</p> <div data-bbox="488 703 831 1129" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Colors and Moods</p> <ul style="list-style-type: none">  Red - Passion, enhanced metabolism  Orange - Sense of Welcoming, energy  Yellow - Happiness, positivity  Green - Harmony, stability  Blue - peace, relaxation  Purple - Luxury, romance  Black - Power, elegance, edginess  White - purity, simplicity  Brown - Dependability, friendliness </div>	<p>Painting: Children to learn how mix tertiary colours effectively. Children to understand how colours can be chosen to convey mood in a painting. Children to experiment with brushes and nonstandard painting instruments.</p> <p><i>If time children could re-create their images in pastel as Munch did himself.</i></p> <p style="text-align: center;">Tertiary Colors:</p> <div style="text-align: center;">   </div>
<p>Sketchbook work</p> <p>Colour wheel of cold/warm/happy/sad/angry colours labelled by the children. Examples of children mixing tertiary colours.</p> <p>Final piece- A painting that conveys strong emotion.</p>	<p>DT process (evidenced in sketchbooks)</p> <p>Design</p> <ul style="list-style-type: none"> With growing confidence generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. 	

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- Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
- Know to make drawings with labels when designing.- **simple prototype**
- When planning explain their choice of materials and components including function and aesthetics.

Make

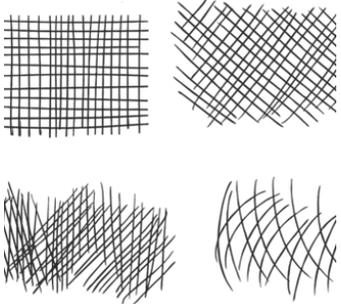
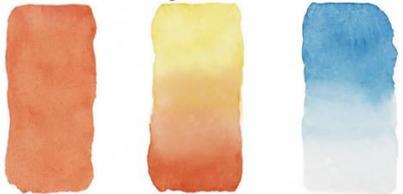
- Start to work safely and accurately with a range of simple tools.
- Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.
- Start to measure, tape or pin, cut and join fabric with some accuracy. (tent hooks, rope)

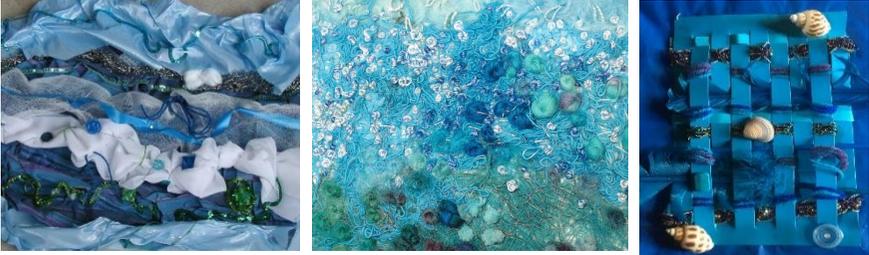
Review

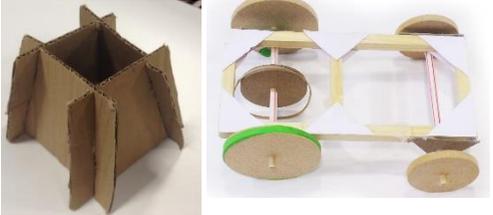
- Start to evaluate their product against original design criteria
- Evaluate the key designs of individuals in design and technology has helped shape the world.

Language:

Painting- colour, line, tone, mood, emotion, cold/warm colours, tertiary, secondary, primary

<p>Spring 1</p>	<p>Art- Drawing and painting Children to create their own 'Stone Age' inspired cave art.</p>	<p>Context: The Stone Age - Linked text; Stone Age Boy</p>
<p>Assessment criteria (taken from the NC documents for BOTH art and DT): Pupils to be assessed against this criteria on INSIGHT.</p> <p>Art- Drawing and painting</p> <ul style="list-style-type: none"> • Use watercolour paint to produce washes for backgrounds. • Use hatching and cross hatching to show tone and texture. 	<p>Artist/architect/designer:</p>	<p>The Dordogne, France: Lascaux's prehistoric cave paintings</p>
	<p>Equipment & materials: (e.g. pencil, charcoal, paint, clay)</p>	<p>Oil pastels, charcoal, sketching pencils, water colours (to wash only), thin and thick brushes</p>
	<p>Technique/skills: (designing, painting, sculpting, drawing)</p> 	<p>Drawing: Children to learn which size brushes and how much water creates the best watercolour washes. Children to learn how to use hatching and cross hatching to shade drawings. Children to learn how hatching and cross hatching can be used to make shadows and add tone.</p> <p>Flat wash Variegated wash Graded wash</p> 
	<p>Sketchbook work Examples of children experimenting with using different thicknesses of brushes and volumes of water to create a good wash. Example of using cross hatching and hatching to shade and add tone. Final piece- Children to create a wall hanging (paper) inspired by cave art.</p>	<p><u>DT process- N/A Art focus this half term</u></p>
<p>Language: Drawing- line, shading, pattern, pastels, blending, pressure, thickness, hb, charcoal</p>		

<p>Spring 2</p>	<p>Art- Textiles and printing Children to create a wall-hanging/big art inspired by the ocean.</p>	<p>Context: Ocean Explorers - Linked text; Big Blue Whale</p>
<p>Assessment criteria (taken from the NC documents for BOTH art and DT): Pupils to be assessed against this criteria on INSIGHT.</p> <p>Art – Textiles and printing</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Colour fabric. • Create weavings. 	<p>Artist/architect/designer:</p>	<p>The Great Wave or simply The Wave, a woodblock print by the Japanese ukiyo-e artist Hokusai.</p>
	<p>Equipment & materials: (e.g. pencil, charcoal, paint, clay)</p>	<p>Weaving materials, assortment of water coloured fabrics, glue, cardboard (to make a printing block), string, digital media</p>
	<p>Technique/skills: (designing, painting, sculpting, drawing)</p> <div style="display: flex; justify-content: space-around;">  </div>	<p>Printing: Children to create several small printing blocks that allow the children to learn the difference between relief and incised printing. Children to look to nature to inspire their printing block patterns. Children to practise creating repeated patterns and layers of colour for effect. Children to add digital media online or of their own creation for effect.</p> <p>Textiles: Children to explore how they can weave different materials together to create patterns and textures. Children to use PVA glue to create their own collages to add to their ocean wall hangings. Children to explore different ways of colouring fabrics e.g. tie dye</p>
	<p>Sketchbook work</p> <p>Examples of children's plaiting, weaving and colouring of fabrics. Children's printing blocks and prints. Photographs of children joining textiles on wall hanging.</p> <p>Final piece- Whole class wall hanging (Could be displayed in the school hall?)</p>	<div style="display: flex; justify-content: space-around;">  </div>
<p>Language</p> <p>textiles, plait, loom, weave, texture, material, dye, printing, relief, incise, coiled, string</p>	<p>DT process (evidenced in sketchbooks)- N/A art focus this half term</p>	

<p>Summer 1</p>	<p>DT- Construction and materials Children to design a model of a vehicle, that can move forwards, backwards, left and right, inspired by the book 'The Journey'.</p>	<p>Context: Travelling/journeys - Linked text; The Journey</p>
<p>Assessment criteria (taken from the NC documents for BOTH art and DT): Pupils to be assessed against this criteria on INSIGHT.</p> <p>DT- Materials and construction</p> <ul style="list-style-type: none"> • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products. • Strengthen materials using suitable techniques. 	<p>Artist/architect/designer:</p>	<p>Art Ingels- inventor of the go-kart</p>
	<p>Equipment & materials: (e.g. pencil, charcoal, paint, clay)</p>	<p>Junk materials, cardboard, glue, scissors, Velcro, tape, dowel, wheels</p>
	<p>Technique/skills:(designing, painting, sculpting, drawing)</p> 	<p>Construction and materials: Children to practise joining and strengthening materials using different cut outs and slots. Children to learn how to make chassis that have a movable axel that allows them to travel in different directions. Children to learn how to mark out and cut materials (in cm) with increasing accuracy.</p>
	<p>Sketchbook work</p> <p>Photos of children marking out, measuring and joining materials in a variety of ways. Photos of children experimenting with different cutting and shaping techniques.</p> <p>Final piece- Children to make a model of a vehicle that can move left, right, forwards and backwards.</p>	<p>DT process (evidenced in sketchbooks)</p> <p>Design</p> <ul style="list-style-type: none"> • With growing confidence generate ideas for an item, considering its purpose and the user/s. • Start to order the main stages of making a product. • Identify a purpose and establish criteria for a successful product. • Understand how well products have been designed, made, what materials have been used and the construction technique. • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • Know to make drawings with labels when designing. • When planning explain their choice of materials and components including function and aesthetics. <p>Make</p>

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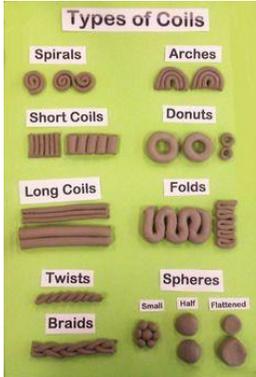
- Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.
- Explain their choice of tools and equipment in relation to the skills and techniques they will be using.
- Measure, mark out, cut, score and assemble components with more accuracy.
- Start to work safely and accurately with a range of simple tools.
- Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.

Review

- Start to evaluate their product against original design criteria
- Begin to evaluate familiar products and consider the views of others to improve them.
- Evaluate the key designs of individuals in design and technology has helped shape the world.

Language:

Materials and sculpture- levers, sliders, wheels, axles, strengthening, assemble, joining, hinge, flap, axel, chassis, aesthetics

<p>Summer 2</p>	<p>Art and DT- Textiles and sculpture Children to create batik portraits of Egyptian Pharaohs. Children to design and make their own Egyptian sarcophagi out of clay.</p>	<p>Context: Ancient Egypt - Linked text; N/A</p>
<p>Assessment criteria (taken from the NC documents for BOTH art and DT): Pupils to be assessed against this criteria on INSIGHT.</p> <p>Art and DT- Textiles and Sculpture</p> <ul style="list-style-type: none"> • Select the most appropriate techniques to decorate textiles. • Colour fabric using batik. • Create textures that convey feelings and expressions. • Add materials to provide interesting detail. 	<p>Artist/architect/designer:</p> <p>Equipment & materials: (e.g. pencil, charcoal, paint, clay)</p> <p>Technique/skills: (designing, painting, sculpting, drawing)</p>  <p>Use different tools to create different textures.</p> <p>Clay can be brittle and fragile if moulded too thinly.</p> <p>When the clay becomes too sticky, add a little water.</p> <p>If you add too much water, the clay will become too slippery to work with.</p> <p>Once heated, coating the finished piece with varnish brings out the natural colour of the clay.</p> <p>Sketchbook work Examples of children experimenting with different textures with paper and then clay. Sketches of designs (evidence of work being developed towards a final design).</p>	<p>N/A</p> <p>Fabric, Batik, rollers, brushes, card, clay, sculpting tools</p> <p>Textiles: Children to learn how to use Batik to colour fabrics. Children to experiment with different ways to decorate fabrics eg. PVA, gold pens etc.</p> <p>Sculpture: Children to experiment with textures to convey feelings and expression. (Using paper first and then clay.) Children to explore how adding different materials create effects.</p>    <p>DT process (evidenced in sketchbooks)</p> <p>Design</p> <ul style="list-style-type: none"> • Start to order the main stages of making a product. • Identify a purpose and establish criteria for a successful product.

	<p>Final piece- Portraits of pharaohs using batik to decorate fabrics. An individual, decorated sarcophagus.</p>	<ul style="list-style-type: none">• Know to make drawings with labels when designing.• When planning explain their choice of materials and components including function and aesthetics. <p>Make</p> <ul style="list-style-type: none">• Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.• Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.• Start to measure, tape or pin, cut and join fabric with some accuracy. <p>Review</p> <ul style="list-style-type: none">• Start to evaluate their product against original design criteria• Begin to evaluate familiar products and consider the views of others to improve them.
	<p>Language: Sculpture and textiles- coils, arches, donuts, twists, braids, tearing, spirals, curls, chains, folding, rolling, collage, sculpture</p>	