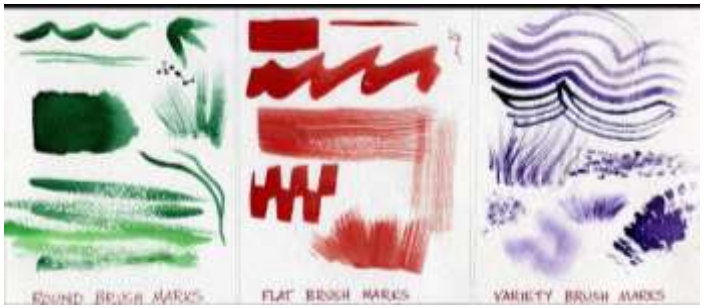
WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

Year 3 & 4 Cycle A

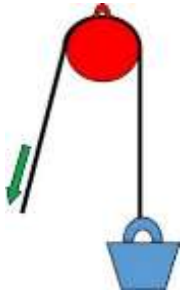
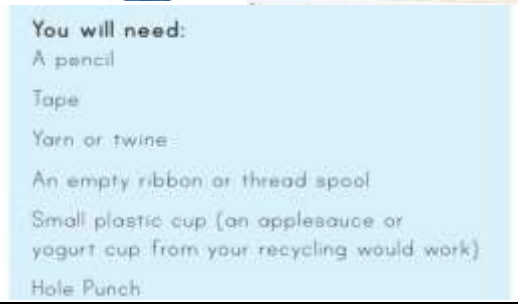
<table>
<tr><td>Autumn 1</td><td colspan="2">Art- Drawing and painting
Children to sketch and then paint self-portraits inspired by the ‘No Outsiders’ scheme of work.</td><td>Context: No Outsiders SMSC- Linked text; N/A (Pathways – Gorilla by Anthony Browne)</td></tr>
<tr><td rowspan="5">Assessment criteria (taken from the NC documents for BOTH art and DT):

Art- Drawing and painting
• Use a number of brush techniques using thick and thin brushes to produce shapes, and lines.
• Use different techniques to create texture using paint.
• Experiment with creating mood with colour.</td><td colspan="2">Artist/architect/designer:</td><td>Picasso</td></tr>
<tr><td colspan="2">Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Different hardness of sketching pencils, rubber, different thicknesses of brushes, paints</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)
 
</td><td>Paint:
Children to learn how to produce different shapes, lines and patterns using different brush techniques.
Children to experiment with ways to manipulate paint to create texture.
  </td></tr>
<tr><td><u>Sketchbook work</u>

Children to make a chart of pencils of different hardness and the shading/lines they make.
Children to have examples of different lines, textures and shapes they can make with paint brushes.
Children to experiment with how different colours and combinations create convey mood.

Final piece- Children to draw and paint a self-portrait that experiments with shape, texture and colour to create mood.</td><td><u>DT process (evidenced in sketchbooks)</u> – N/A art focus this half term
 
</td></tr>
<tr><td colspan="2">Language:
Drawing and painting- line, tone, sketch, hardness, graphite, rubber, light, shadow, shading, texture, mood, colour wheel, primary/secondary/tertiary colours</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

Autumn 2	**DT- Materials and mechanics** Children to make a mechanical toy using appropriate mechanisms.	**Context:** Circus **- Linked text; Leon and the Place Between by Angela McAllister**
Assessment criteria (taken from the NC documents for BOTH art and DT): **Art- Materials and mechanisms** • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	**Artist/architect/designer:**	Karel Grod- German inventor of some of the first wind-up toys.
	Equipment & materials: **(e.g. pencil, charcoal, paint, clay)**	Paints, different thicknesses of brushes, unconventional paining components, pastels
	Technique/skills: **(designing, painting, sculpting, drawing)** 	 **Materials and mechanics:** Children to investigate and make different levers e.g. split pin, elastic bands. Children to investigate and make different pulleys. Children to investigate and make different winding mechanisms.     You will need: A pencil Tape Yarn or twine An empty ribbon or thread spool Small plastic cup (an applesauce or yogurt cup from your recycling would work) Hole Punch 
	<u>Sketchbook work</u>	**<u>DT process (evidenced in sketchbooks)</u>** **Design**

	Small paper models of children creating levers winding mechanisms, pulleys and gears. Photos of children exploring mechanisms. Labelled sketches of their own designs. Final piece- A moving toy that uses one of the mechanisms they have learnt.	• Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. • Confidently make labelled drawings from different views showing specific features. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • When planning explain their choice of materials and components according to function and aesthetic. **Make** • Select a wide range of tools and techniques for making their product safely. • Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in temporary and permanent ways. • Know how mechanical systems such as cams or pulleys create movement. **Review** • Evaluate their products carrying out appropriate tests. • Be able to disassemble and 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: **Mechanisms and materials-** lever, pulley, mechanism, winding mechanism, coil, pivot, forces, spool	

<table>
<tr><td rowspan="4">Spring 1

Assessment criteria (taken from the NC documents for BOTH art and DT):

Art and DT- Textiles
• Understand the need for a seam allowance.
• Join textiles with appropriate stitching.
• Decorate textiles using appliques and beads.
• Shape, stitch and gather materials.
• Use basic cross stitch and back stitch.

Digital media-
• To create shapes and patterns using digital media.</td><td>Art and DT- Textiles
Children to make a ‘Roman coin purse’ that can hold at least 5 coins.
Art- Digital media
Children to make a mosaic tile inspired by the Romans (on the computer).</td><td>Context: The Roman Empire - Linked text; Escape from Pompeii</td></tr>
<tr><td>Artist/architect/designer:</td><td>N/A</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Hole punch, needle (plastic and metal), thread, string, material, http://www.gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm (make a roman mosaic online)</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)
  </td><td>Textiles:
Children to practise running, cross and backstitch and learn when you would each type e.g. joining materials, decoration etc.
Children to experiment with different ways to decorate textiles e.g. applique, beads, string, ribbon, stitching etc.
Children to learn how to gather fabric to create a draw string fastening.
Children to experiment with seam allowances to understand their purpose.

Digital media:
Children to experiment with colour and shape to create patterns (online).
  </td></tr>
<tr><td><u>Sketchbook work</u>
Examples of children experimenting with using different stitches and methods of decorating textiles.</td><td><u>DT process (evidenced in sketchbooks)</u>

Design</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td>Sketches of children's designs.

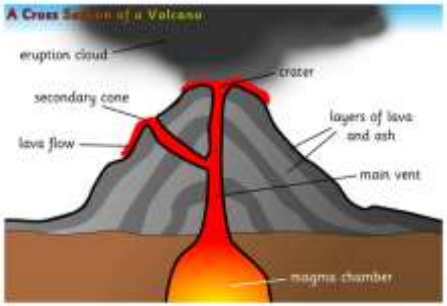
Final piece- Children to design and make a 'Roman string purse' using their newly acquired skills.</td><td>• Confidently make labelled drawings from different views showing specific features.
• When planning consider the views of others, including intended users, to improve their work.
• When planning explain their choice of materials and components according to function and aesthetic.

Make
• Select a wide range of tools and techniques for making their product safely.
• Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
• Start to join and combine materials and components accurately in temporary and permanent ways.
• Now sew using a range of different stitches, to weave and knit.
• Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.

Review
• Evaluate their products carrying out appropriate tests.
• Be able to disassemble and 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.</td></tr>
<tr><td colspan="2">Language:
Textiles- stitch, cross, running, back stitch, thread, needle, pin, mark out, scissors, cut, draw string, seam allowance</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

<table>
<tr><td>Spring 2</td><td>Art - Sculpture
Children to make a sculpture of a volcano.</td><td>Context: Volcanoes - Linked text; When the Giant stirred: The legend of a volcanic island by Celia Godkin</td></tr>
<tr><td rowspan="4">Assessment criteria (taken from the NC documents for BOTH art and DT):

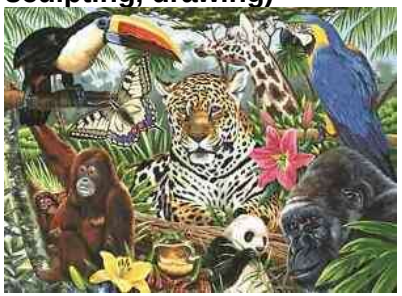
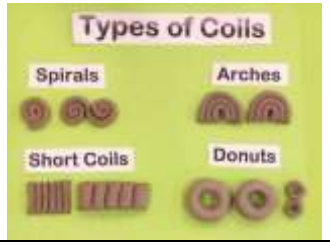
Art – Sculpture
• Create and combine shapes to create recognisable forms.
• Include texture that conveys movement.
• Use sculpting tools effectively to create different lines and textures.</td><td>Artist/architect/designer:</td><td>N/A</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Modroc, sculpting tools, sculpture materials, paints</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)
 
</td><td>Sculpture:
Children to experiment with different sculpting tools to create a variety of lines and textures that show movement.
Children to experiment with colour to create mood.
 

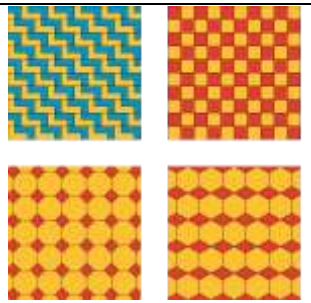
cross sectional diagram</td></tr>
<tr><td><u>Sketchbook work</u>

Photos of children creating lines and textures in clay that show movement.
Children recording what effects different tools have.
Examples of children experimenting with colour to show movement.
Children to draw a cross sectional diagram of their design.
Final piece- Sculpture of a volcano.</td><td><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></td></tr>
<tr><td colspan="2">Language:
Textiles- plait, loom, weave, texture, material, dye, printing block, relief, incise, coiled string</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

<table>
<tr><td>Summer 1</td><td>Art- Collage
Children to create a 3D jungle collage inspired by Henri Rousseau.</td><td colspan="2">Context: Rainforest ‘Under the Canopy’ - Linked text; Where the forest meets the sea by Jeannie Baker</td></tr>
<tr><td rowspan="4">Assessment criteria (taken from the NC documents for BOTH art and DT):

Art- Collage
Select and arrange materials for a striking effect.
Ensure work is precise.
Use coiling and overlapping effectively in collages.
Create montages using digital media.
Create different tessellating patterns.</td><td>Artist/architect/designer:</td><td colspan="2">Henri Rousseau
David Hockey- montage</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td colspan="2">Junk materials, cardboard, glue, natural materials, scissors, collage materials, fabric</td></tr>
<tr><td>Technique/skills:(designing, painting, sculpting, drawing)
 
digital montage</td><td colspan="2">Collage:
Children to learn how to coil, overlap, tessellate materials to create different effects.
Children to create different tessellations.
Children to create their own montages using digital media.
Use nets to make 3D sculptures (drawn using computer software).
 

  </td></tr>
<tr><td colspan="2"><u>Sketchbook work</u>

Examples of coiling, overlapping and different tessellation patterns.
Examples of different montages children have created using digital media.
3D nets children have created and then assembled.

Final piece- Children create a 3D jungle collage that includes each of the new skills they have learnt.</td><td colspan="2"><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></td></tr>
<tr><td colspan="3">Language:
Collage- coiling, tessellation, overlapping, montage, collage, 3D</td></tr>
</table>

<table>
<tr><td>Summer 2</td><td>DT- James Dyson
Resources that help children understand the design process.</td><td>Context: N/A (‘The Natural World’) - Linked text; N/A (Blue John by Berlie Doherty)</td></tr>
<tr><td rowspan="3">Assessment criteria (taken from the NC documents for BOTH art and DT):

(On going objectives to be assessed against)</td><td>Artist/architect/designer:</td><td>James Dyson</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Resources from Dyson</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)

Section 1 What is a design engineer? James’ story Characteristics of a design engineer How I became a design engineer

Section 2 Product analysis Product analysis: what am I? Developing Air Multiplier™ technology

Section 3 Design. Build. Test. Sketching Cardboard modelling Dyson does it: build Dyson does it: test</td><td><u>DT process (evidenced in sketchbooks)</u>

WHAT IS A DESIGN ENGINEER?

• Understand what it’s like to be a design engineer.
• Understand what design engineers do and recognise stereotypes.
• Improve knowledge of famous design engineers and inventors.
• Recognise the characteristics that successful design engineers share
PRODUCT ANALYSIS
• To become familiar with the idea of radically re-designing everyday objects.
• To develop critical analysis skills.
• To share ideas and discuss design possibilities
DESIGN. BUILD. TEST. Key learning objective: Understand the design process and put it into practice.
• Understand the importance of planning before making.
• Exercise forward-planning skills.
• Learn how to break a challenge down into a series of tasks.
• Understand how to use sketches to communicate ideas.
• Learn that design is an iterative process: designs are constantly improved.
• Consider the properties of materials and make judgments as to the most appropriate.
• Reinforce design decisions that were made, and learn to keep a specification.
• Understand that testing helps to find the weak points and improve the design.
• Reinforce that designing and making is producing something, for someone, for some purpose.
• Relate the design process in the classroom to the real life design process and the need to revisit and improve.</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025