WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

Year 5 & 6 Cycle

<table>
<tr><td>Autumn 1</td><td>DT- Mechanics
Design and make a boat which is streamlined and buoyant.</td><td>Context: Rivers and Mountains (Thrill-Seekers and Adventurers)
Linked text: Queen of the Falls by Chris Van Allsburg</td></tr>
<tr><td rowspan="4">Assessment criteria (taken from the NC documents for BOTH art and DT):

DT- Mechanics
Use their knowledge of transferable forces to choose appropriate mechanisms for a product.</td><td>Artist/architect/designer:</td><td>The Streamlined Ocean Liner was a design by Norman Bel Geddes for a streamlined steam-powered ocean liner which was blunt at the front and tapered at the rear.
Compare with modern, streamlined racing yachts - Owen Clarke Design are one of the world's leading companies of racing yacht designers and naval architects.</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Tape, junk for modelling, string, PVA, paper, card</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)</td><td>Mechanics-
Children to design a boat that is streamlined and buoyant, that will be motorised via an electric fan.</td></tr>
<tr><td><u>Sketchbook work</u>

Annotated sketches from different angles and exploded diagrams of how their designs work.

Final piece- Children make a streamlined boat influenced by knowledge of transferable forces.

  </td><td><u>DT process (evidenced in sketchbooks)</u>

Design
Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, and prototypes, cross-sectional and exploded diagrams.
Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
Draw up a specification for their design- link with Mathematics and Science.
Make
Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.
Understand how mechanical systems and forces create movement.
Understand that mechanical and electrical systems have an input, process and output.
Begin to measure and mark out more accurately.
Demonstrate how to use skills in using different tools and equipment safely and accurately.
Review
Start to evaluate a product against the original design specification and by carrying out tests.
Evaluate their work both during and at the end of the assignment.
Begin to evaluate it personally and seek evaluation from others.
Evaluate the key designs of individuals in design and technology has helped shape the world.</td></tr>
<tr><td colspan="2">Language:
Mechanisms- forces, transferable, air resistance, water resistance, buoyancy, mechanism, lever, pulleys, motors</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

<table>
<tr><td>Autumn 2</td><td>Art- Painting and collage
Children to make a mixed media collage with layers of acrylic paint.</td><td>Context: Rivers and Mountains (Thrill-Seekers and Adventurers)
Linked text: The Lost Happy Endings by Carol Ann Duffy</td></tr>
<tr><td rowspan="4">Assessment criteria (taken from the NC documents for BOTH art and DT):

Art- Painting and collage
• Create a colour palette based upon colours observed in the natural world.
• Use the qualities of acrylic paints to create visually interesting pieces.
• Combine colours, tones and tints to enhance the mood of a piece.
• Use brush techniques and the qualities of paint to create texture.
• Mix textures (rough and smooth, plain and patterned).
• Combine visual and tactile qualities.</td><td>Artist/architect/designer:</td><td>Maggi Hambling</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>mixed media, acrylic, collage, colour palette, light & dark, shade, draw, sketch, draft, pencil, pastel, charcoal, paint</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)
 
 

colour palette
 

https://feltmagnet.com/painting/Acrylic-Brush-Stroke-Techniques</td><td>Collage:
Children to experiment with using collage materials to create rough and smooth textures.
Children to experiment with mixing rough, smooth, plain and patterned textures.
Children to learn how mixing textures to give art tactile qualities- in relation to different parts waves.
 

Painting:
Children to create colour palettes of different tints and tones of blues and greens.
Children to experiment with acrylic paint so that they understand its properties.
Children to use experiment with different brush and sponge techniques to create texture.

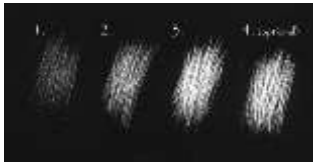
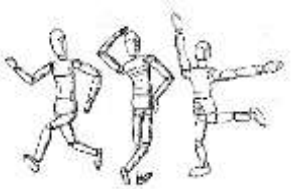
Children to practise forming their wave pattern using photocopies of maps and then in their sketch books practise using acrylic to form waves using blue, green, white and other wave like colours.</td></tr>
<tr><td colspan="2"><u>Sketchbook work</u>

Samples of children experimenting with collage textures.
Samples of children creating tactile collage with labels.
Colour palette of blues and greens.
Examples of children using different brush strokes to create texture.

Final piece- A mixed media collage of a wave with layers of acrylic paint to create texture.</td><td><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></td></tr>
<tr><td colspan="2">Language:
Collage and paint- drybrush, hatching, cross hatching, stippling, scumbling, stroke, acrylic, palette, shade, colour, tint, tone, texture</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

<table>
<tr><td>Spring 1</td><td>Art- Drawing
Children to experiment with light, dark and texture to sketch a Viking warrior portrait. Children to sketch three moving Viking warriors in different positions.</td><td colspan="2">Context: Viking invasions (Here Come the Vikings!)
Linked text: Arthur and the Golden Rope by Joe Todd Stanton</td></tr>
<tr><td rowspan="5">Assessment criteria (taken from the NC documents for BOTH art and DT):

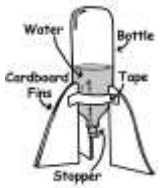
Art- Drawing
• Use a choice of techniques to depict movement, shadows and light.
• Choose a style of drawing suitable for the work. (realistic)
• Use lines to represent movement.</td><td>Artist/architect/designer:</td><td colspan="2">N/A</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td colspan="2">Card, screws with masking tape wrap, pictures of Viking warriors, charcoal, rubbers.</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)
  
Scratch technique to show texture</td><td colspan="2">Drawing:
Children to experiement with creating light and shadow using diffferent thicknesses of pencil, rubbers and shading.
Children to experiment with lines to show movement using the wooden manequin in different positions.
 
Children to use card and scratch technique to create the beards with charcoal to demonstrate light and dark.</td></tr>
<tr><td colspan="2"><u>Sketchbook work</u>
Examples of children experimenting with lines to show different movements.
Examples of children showing light and dark.
Examples of children experimenting with the scratching technique to show texture.

Final piece- Children to draw 3 sketches of a Viking warrior showing different movements and a close up face that uses scratch technique to show texture.</td><td><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></td></tr>
<tr><td colspan="3">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 colspan="2">DT- Mechanics
Children to design and build a model rocket that can be launched into the air.</td></tr>
<tr><td rowspan="4">Assessment criteria (taken from the NC documents for BOTH art and DT):

DT- Mechanics
• Children to use their knowledge of transferable forces to design and launch model rockets.
• Children to consider aerodynamics when designing their rockets.

 
</td><td>Artist/architect/designer:</td><td>NASA. Apollo 11, Sputnik, Voyager, Discovery</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>2 litre bottles, card, tape, water, corks with holes in, pump (preferably electric but hand pump will suffice)
Children to choose materials to create rocket with so that it is sturdy- paper mache, Modroc, collage materials</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)</td><td>Design process:
Children to develop their skills and knowledge using water pressure as a transferable force to create movement.
Children to experiment with sizes, shapes and materials for their rocket taking into account their Scientific knowledge.</td></tr>
<tr><td><u>Sketchbooks work</u>

Children to annotate sketches, cross-sectional and exploded diagrams of their designs and designs of rockets they have researched. Children to refer to how their design choices are informed by Maths and Science.

Photos of children’s prototypes of their rockets.

Photos/ videos of the rocket launch. (QR code link in sketchbooks?)

Final piece- Model rocket that can be launched into the air using transferable skills.</td><td><u>DT process (evidenced in sketchbooks)</u>

<u>Design</u>
• Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram and prototypes.
• Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
• With growing confidence apply a range of finishing techniques, including those from art and design.
• Draw up a specification for their design- link with Mathematics and Science.
• Use results of investigations, information sources, including ICT when developing design ideas.
• With growing confidence select appropriate materials, tools and techniques.
<u>Make</u>
• Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.
• 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.
• Begin to measure and mark out more accurately.
• Demonstrate how to use skills in using different tools and equipment safely and accurately.
• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.
<u>Review</u>
• Start to evaluate a product against the original design specification and by carrying out tests.
• Evaluate their work both during and at the end of the assignment.
• Begin to evaluate it personally and seek evaluation from others.
• Evaluate the key designs of individuals in design and technology has helped shape the world.</td></tr>
<tr><td colspan="2">Language:
Mechanics- mechanics, product, adorn, screw, nail, fixture, fitting, evaluate, aerodynamics, fins, water pressure, up thrust, altitude.</td></tr>
</table>

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

<table>
<tr><td>Summer 1</td><td>DT- Construction and materials
Children to make and design a bird hide.</td><td>Context: Environment
Linked text: The Paper Bag Prince by Colin Thompson</td></tr>
<tr><td rowspan="4">Assessment criteria (taken from the NC documents for BOTH art and DT):

DT- Construction and materials
Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.
Develop a range of practical skills to create products (such as cutting, gluing and sanding).</td><td>Artist/architect/designer:</td><td>Gilleard - Bird Hides (company that make bird hides for conservation projects)</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Art straws, dowel, materials to cover the bird hide, card, textiles, glue</td></tr>
<tr><td>Technique/skills:(designing, painting, sculpting, drawing)
Mitered Butt Joint
  </td><td>Construction and materials:
Children to make prototypes using different materials (art straws, wood, plastic) and test for strength and suitability (relating to the brief they have created).
Children to practise different, suitable joining techniques (with card) (basic butt joint and butt joint).
Basic Butt Joint
 
them design

mitred</td></tr>
<tr><td><u>Sketchbook work</u>

Own design brief and specification.
Labelled annotated sketches of prototypes and evaluations of how each faired.
Cross sectional diagrams of final designs.
Photos of prototypes.

Final piece- Children create a 3D bird hide that can be used to attract and observe one small bird.</td><td><u>DT process (evidenced in sketchbooks)</u>

<u>Design</u>
Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram and prototypes.
Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
Draw up a specification for their design- link with Mathematics and Science.
Use results of investigations, information sources, including ICT when developing design ideas.
With growing confidence select appropriate materials, tools and techniques.</td></tr>
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		Make • Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. • 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. • Begin to measure and mark out more accurately. • Demonstrate how to use skills in using different tools and equipment safely and accurately. • With growing confidence cut and join with accuracy to ensure a good-quality finish to the product. **Review** • Start to evaluate a product against the original design specification and by carrying out tests. • Evaluate their work both during and at the end of the assignment. • Begin to evaluate it personally and seek evaluation from others. • Evaluate the key designs of individuals in design and technology has helped shape the world.
	Language: **Construction and materials-** construct, design, shape, form, alter, amend, plan, evaluate, appraise, aesthetic, materials, properties, tools, mould, product, criteria, computer, textiles, fabric, wood, metal, plastic, cut, measure, join, joint, dowel, drill, hole, template, equipment, mechanism, gear, pulley, system**,** basic butt joint and mitred butt joint	

WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2024-2025

<table>
<tr><td>Summer 2</td><td>Art- Collage and structure
Children to create an abstract art sculpture using natural materials.</td><td>Context: Illegal Wildlife Trade
Linked text: The Hunter by Paul Geraghty</td></tr>
<tr><td rowspan="5">Assessment criteria (taken from the NC documents for BOTH art and DT):

Art- Collage and structure
• Create abstract art that provokes different interpretations.
• Combine visual and tactile qualities.
• Use frameworks (such as wire or moulds) to provide stability and form.
• Mix textures (rough and smooth, plain and patterned).
• Combine visual and tactile qualities.</td><td>Artist/architect/designer:</td><td>German artist Nils-Udo celebrates the beauty of nature by working with found materials—such as leaves and branches—to create stunning 3D art. He’s known for creating “utopias” that transform the land into mysterious, dreamlike realms. From delicately arranged petals scattered on the surface of a pond, to spectacular nests formed from twigs, leaves, and wildflowers, his works look as though they were created by busy woodland fairies or creatures of the forest.</td></tr>
<tr><td>Equipment & materials:
(e.g. pencil, charcoal, paint, clay)</td><td>Natural materials, twigs, weaving materials, leaves, hessian, textiles (in keeping with the natural theme).</td></tr>
<tr><td>Technique/skills:
(designing, painting, sculpting, drawing)
  </td><td>Collage:
Children to find their own collage materials from natural sources that are suitable for weaving.
Children to explore how to create tactile structures by mixing textures and patterns found in nature.

Sculpture:
Children to learn how to use wire to make a sturdy base for weaving.</td></tr>
<tr><td><u>Sketchbook work</u>
Examples of children experimenting with wire to create sturdy nets.
Samples of how materials will be arranged together to create texture.
Written explanations of their abstract art.

Final piece- A nest woven from wire and natural materials.</td><td><u>DT process (evidenced in sketchbooks)- N/A art focus this half term</u></td></tr>
<tr><td colspan="2">Language:
Sculpture and collage: abstract, surrealism, sculpt, sculpture, observe, copy, enhance, trace, masters, visual, media, material, properties, mosaic, patterns, cutting, display, exhibition, weave</td></tr>
</table>

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