



Year A Medium Term Plan Art and Design YEAR 4/5



	Colossal Continents			Take One Picture-Crime and Punishment			Eureka!		
	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
	Year 4	Year 5		Year 4	Year 5		Year 4	Year 5	
Skills to be taught	<p>Make informed choices about the 3D technique chosen.</p> <ul style="list-style-type: none"> · Show an understanding of shape, space and form. · Plan, design, make and adapt models. · Talk about their work understanding that it has been sculpted, modelled or constructed. · Use a variety of materials. 	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <ul style="list-style-type: none"> · Use recycled, natural and man-made materials to create sculpture. · Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Writing design criteria for a product, articulating decisions made • Designing a personalised Book sleeve • Making and testing a paper template with accuracy and in keeping with the design criteria • Measuring, marking and cutting fabric using a paper template • Selecting a stitch style to join fabric, working neatly sewing small neat stitches • Incorporating fastening to a design 	<p>Make and match colours with increasing accuracy.</p> <ul style="list-style-type: none"> · Use more specific colour language e.g. tint, tone, shade, hue. · Choose paints and implements appropriately. · Plan and create different effects and textures with paint according to what they need for the task. · Show increasing independence and creativity with the painting process. 	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <ul style="list-style-type: none"> · Work on preliminary studies to test media and materials. · Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a recipe • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs 	<ul style="list-style-type: none"> · Make informed choices in drawing inc. paper and media. · Alter and refine drawings and describe changes using art vocabulary. · Collect images and information independently in a sketchbook. · Use research to inspire drawings from memory and imagination. · Explore relationships between line and tone, pattern and shape, line and texture 	<p>Use a variety of source material for their work.</p> <ul style="list-style-type: none"> · Work in a sustained and independent way from observation, experience and imagination. · Use a sketchbook to develop ideas. · Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms • Naming each mechanism, input and output accurately • Storyboarding ideas for a book • Following a design brief to make a pop up book, neatly and with focus on accuracy • Making mechanisms and/or structures using sliders, pivots and folds to produce movement • Using layers and spacers to hide the workings of mechanical parts for










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			<ul style="list-style-type: none"> • Testing and evaluating an end product against the original design criteria • Deciding how many of the criteria should be met for the product to be considered successful • Suggesting modifications for improvement • Understanding that there are different types of fastenings and what they are • Articulating the benefits and disadvantages of different fastening types 			<ul style="list-style-type: none"> • Knowing how to avoid cross-contamination • Following a step by step method carefully to make a recipe • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups • Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed • Understanding what constitutes a balanced diet • Learning to adapt a recipe to make it healthier 		<p>an aesthetically pleasing result</p> <ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work • Suggesting points for improvement • Knowing that an input is the motion used to start a mechanism • Knowing that output is the motion that happens as a result of starting the input • Knowing that mechanisms control movement • Describing mechanisms that can be used to change one kind of motion into another
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						<ul style="list-style-type: none">• Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option			
Final pieces	<p>ART- 3D/sculpture-3D animal sculpture made from newspaper and papier mache. (Link to geography and country studied)</p>  <p>Children look at pictures and film clips of the animals and do some sketches to explore the shape of the body before designing their model and deciding how to make the head, tail, legs etc. How will they join body parts. Demo technique to create smooth papier mache.</p>	<p>DT- Textiles Kapow Year 4-fastenings.</p> 	<p>ART- painting Photofit Police portraits. Look at the work of Lucian Freud and his portraits. Children create a sketchbook page evaluating the techniques he uses, the colours, the mood, how the painting makes them feel, and whether they like it or not with reasons.</p>  <p>Children explore use of the paintbrush and how Freud used brushstrokes.</p> <p>Colour mixing is experimented with.</p> <p>Each child is given a detailed description of a person's face which they must then draw (large) and paint using the style of Lucian Freud. Once finished they should evaluate their work and each others.</p>	<p>DT- Food and Nutrition What Could be Healthier-Kapow Year 5</p> 	<p>Art- Drawing</p>  <p>Use drawings in Hugo Cabret to inspire exploration of tone and texture using different media-charcoal, graphite, different thicknesses of pencil, pen etc. Use rubbers to change tone https://www.bbc.co.uk/bitesize/cips/zp3tvcw</p> <p>Record explorations in sketchbook and produce final drawing using skills learnt.</p>	<p>DT- Mechanisms Kapow Year 5 Making a pop up book. Link to Cogheart and produce favourite part of the story.</p>  			



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	<p>https://www.daniellesplace.com/html/sculpture-crafts.html#wite</p> <p>Practice mixing paint colours for different body parts. Explain to children about layering colours so pattern is on top of the background colour.</p> <p>Children paint finished models by colour mixing.</p>		<p>Children then can look at the original picture of the person they painted. How accurate was it. What would they do differently next time?</p>			
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