Walkwood Church of England († Middle School

Rotation: Art

Art & Technology



		Year 5 2 double lessons per f		ight	Year 6	
	Wk	Торіс	Learning Aims	Assessment	Торіс	Learning
Rotation: Resistant Materials	1	Baseline	Produce simple drawings to solve a task. Cut materials accurately. Work with independence. Produce a simple pencil holder product.	Teacher assessment	Lightbox	Carry out r Understan safely. Make an M
	2	Wacky Wedge	Understand the importance of working safely.			Use an en Use tools
	3		Be familiar with risk assessment when working with tools, materials and machinery.			Produce d Produce p independe
	4		Identify a consumer and understand what they require from a product. Produce a design specification and be able to evaluate work against it. Produce a range of designs for a door			Make a go Use 2d des Understan Assemble Evaluate p
	5					
	6		wedge. Produce plans that can be followed with			suggest in Key Vocab
	7		independence. Work accurately with tools and equipment. Make a good quality product.			Lightbox, measure, l
	8		Evaluate products and processes.			
	9		wood, MDF, design, make, disc sander, label, set square, measure, centimetre,			
	10		advertisement			
	11					
	12 13			Self & teacher		
	1	Biscuits	Carry out research in preparation for	assessment	Bread	Understar
	2		designing a new product. Differentiate between sweet and savoury foods.			human die thousands Appreciate
	3		Associate biscuits with celebrations. Develop individual biscuit recipes, which			yet the div Work inde
	4		can be followed for independent work. Design the packaging for biscuits. Investigate and research existing products.			make brea Reinforce ingredient
	5		Adapt and develop original recipes Reflect on experiences of preparing and			process of Appreciate
Rotation: Food	6	•	cooking biscuits. Explore and develop food preparation skills. Evaluate products and processes	English writing evaluation.		production experience Extend bro
	7		Key Vocabulary:			production Increase k
	8		biscuit, embellish, annotate, slogan, layered, coated, sandwiched, weighing, measuring			diet. Evaluate p
	9			Peer assessment of		Key vocabi harvest, g
	10 11			party planning		yeast, dou
	11					
	12			Self & teacher		
	1	Adapt and grow	Identify and discuss what tone and cross	assessment	Distorted	Identify ar
	2		hatch mean. Apply this technique to a tonal chart, showing mark making techniques.		portraits	'abstract' Produce a by applyin
	3		Change 2D shapes into 3D shapes using tone.			Apply ton refine all g
	4		Identify, discuss and apply what scale and proportion mean.			Identify, re distorted f

	Year 5		2 double lessons per fortn	night	Year 6	ight	
	Wk	Торіс	Learning Aims	Assessment	Торіс	Learning Aims	Assessment
	1	Baseline	Produce simple drawings to solve a task. Cut materials accurately. Work with independence.	Teacher assessment	Lightbox	Carry out research for a particular consumer Understand the importance of working safely.	
		Ma alus Ma data	Produce a simple pencil holder product.			Make an MDF box.	Tasakan
	2	Wacky Wedge	Understand the importance of working safely.			Use an engraver on plastic. Use tools and equipment safely.	Teacher Assessment –
			Be familiar with risk assessment when			Produce designs for a lightbox.	Design skills
	3		working with tools, materials and machinery.			Produce plans and follow them with independence.	
	-		Identify a consumer and understand what			Make a good quality product.	
sli	4		they require from a product.			Use 2d design.	
Rotation : Resistant Materials	5		Produce a design specification and be able to evaluate work against it.			Understand simple circuits. Assemble a working circuit to light a bulb.	Teacher
	-		Produce a range of designs for a door			Evaluate products and ways of working and	Assessment –
nt /	6		wedge. Produce plans that can be followed with independence.			suggest improvements. Key Vocabulary:	Design work
stal	0						
kesi	7		Work accurately with tools and equipment.			Lightbox, acrylic, MDF, engraver, pillar drill,	
n: F			Make a good quality product.			measure, battery, circuit, switch, wire, bulb	
atio	8		Evaluate products and processes.				
Soto	9		Key Vocabulary:				
Ц	2		wood, MDF, design, make, disc sander, label, set square, measure, centimetre,				
	10		advertisement				
	11						
	12						
	13			Self & teacher			Self & teacher
		Dia suita		assessment	Durad		assessment
	1	Biscuits	Carry out research in preparation for designing a new product.		Bread	Understand that bread is a staple part of the human diet and that it has been so for	
	2		Differentiate between sweet and savoury			thousands of years.	
	I		foods. Associate biscuits with celebrations.			Appreciate the simplicity of bread making, yet the diversity afforded by it.	
	3		Develop individual biscuit recipes, which			Work independently following recipes and	
			can be followed for independent work.			make bread products.	
	4		Design the packaging for biscuits. Investigate and research existing products.			Reinforce knowledge of the staple ingredients of bread and understand the	
	5		Adapt and develop original recipes			process of the growing and making.	
	,		Reflect on experiences of preparing and cooking biscuits.			Appreciate the differences between batch production and individual cooking	
ро	6		Explore and develop food preparation skills.	English writing		experience/demand.	English writing
Fo	-		Evaluate products and processes	evaluation.		Extend bread making skills through pizza	evaluation.
ion:	7		Key Vocabulary:			production Increase knowledge about a well-balanced	
Rotation: Food	8		biscuit, embellish, annotate, slogan,			diet.	
Ro			layered, coated, sandwiched, weighing,			Evaluate products and processes.	
	9		measuring			Key vocabulary:	
	10			Peer assessment of		harvest, global, sieving, weighing, grain,	Peer assessmer
	10			party planning		yeast, dough, hygiene, gluten, knead, wheat	of party plannir
	11						
	12						
	13			Self & teacher assessment			Self & teacher assessment
	1	Adapt and grow	Identify and discuss what tone and cross hatch mean.		Distorted portraits	Identify and recall what 'distorted' and 'abstract' mean.	
	2		Apply this technique to a tonal chart, showing mark making techniques. Change 2D shapes into 3D shapes using			Produce a distorted portrait pencil drawing, by applying a 4 box grid method Apply tone to the distorted portrait and	
	3		tone.			refine all guidelines	
	4		Identify, discuss and apply what scale and proportion mean.			Identify, recall and record abstract and distorted faces and present in sketchbook.	
	4		Identify, recall and demonstrate how to do			Identify and discuss the style of Bruno Metra	

		Identify, recall and demonstrate now to do		Identify and discuss the style of Bruno Metra	
Ī	5	different arrangements / mapping out		(Photographer). To demonstrate	
	,	(before drawing).		understanding of artists style through table	
	6 7 8 9 10	Analyse the style of artists studied and apply the style and influences of an artist to own work. Identify primary/ secondary and tertiary colours and produce a colour wheel. Demonstrate ability in mixing colours with water colour techniques. Apply their knowledge of core skills and produce a final piece observation. Evaluate processes and final outcomes.	End of half term assessment	team photo shoots. Explore the style of Picasso through research and analysis. Implement the use of a view finder on favourite Picasso image and compose a mapped-out Picasso sketch on to an A3 strip, ready for oil pastel application Explore and experiment how to use and mix oil pastels to create tone. to create a Picasso final piece.	End of half term assessment
	11 12	Key Vocabulary: Colour, line, texture, tone, shape, pattern, form, composition, colour theory, mark making techniques, scale and proportion, artists style and influence		Key Vocabulary: Distorted, abstract, grid method, artist influence, personal response, photo shoot, collage, view finder, map out and composition, blending and tone, oil pastels,	
	13		Self & teacher assessment	Picasso, cubic, perspective	Self & teacher assessment