### Art / DT - Year 5/6 Cycle A- Curriculum objectives

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Learning objectives covered</th>
<th>Suggested planning</th>
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<tbody>
<tr>
<td>Autumn 1</td>
<td>Ready, Steady, Cook</td>
<td><strong>DT – Cooking</strong>&lt;br&gt;➢ become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]&lt;br&gt;➢ understand the source, seasonality and characteristics of a broad range of ingredient&lt;br&gt;➢ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups&lt;br&gt;➢ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design&lt;br&gt;➢ select from and use a wider range of tools and equipment to perform practical tasks accurately&lt;br&gt;➢ 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&lt;br&gt;➢ investigate and analyse a range of existing products&lt;br&gt;➢ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work&lt;br&gt;➢ understand how key events and individuals in design and technology have helped shape the world</td>
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<td>Autumn 2</td>
<td>The American Dream</td>
<td><strong>Art-Colour, form, sculpture, texture – American Artist Jasper Johns</strong>&lt;br&gt;➢ to create sketch books to record their observations and use them to review and revisit ideas&lt;br&gt;➢ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials&lt;br&gt;➢ about great artists, architects and designers in history.</td>
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<td>Spring 1</td>
<td>Keep Calm and Carry On</td>
<td><strong>Art -Drawing, colour – Charcoal portraits – artist Paul Nash</strong>&lt;br&gt;➢ to create sketch books to record their observations and use them to review and revisit</td>
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<td>Semester</td>
<td>Course Title</td>
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| Spring 2 | Mayan Mayhem Art – Printing | ➢ to create sketch books to record their observations and use them to review and revisit ideas  
➢ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  
➢ about great artists, architects and designers in history. |
| Summer 1 | Thrills & Spills DT – Motorised framework | ➢ understand and use electrical systems in their products  
➢ apply their understanding of computing to programme, monitor and control their products.  
➢ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
➢ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  
➢ select from and use a wider range of tools and equipment to perform practical tasks 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  
➢ investigate and analyse a range of existing products  
➢ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
➢ understand how key events and individuals in design and technology have helped shape the world |
| Summer 2 | Lights, camera, action! DT/ Art- production masks | ➢ apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
➢ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  
➢ about great artists, architects and designers in history. |
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<th>sculpture with a range of materials</th>
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## Art / DT - Year 5/6 Cycle B- Curriculum Objectives

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| Autumn 1 | Ships Ahoy    | Art – colour, texture – sea painting  
- to create sketch books to record their observations and use them to review and revisit ideas  
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  
- about great artists, architects and designers in history. |                     |
| Autumn 2 | Born Survivor | DT – Sewing – hats  
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  
- select from and use a wider range of tools and equipment to perform practical tasks 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  
- investigate and analyse a range of existing products  
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
- understand how key events and individuals in design and technology have helped shape the world |                     |
| Spring 1 | Uganda or UK? | DT – Cam  
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
- understand and use mechanical systems in their products  
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  
- select from and use a wider range of tools and equipment to perform practical tasks 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  
- investigate and analyse a range of existing products  
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
- understand how key events and individuals in design and technology have helped shape the world |                     |
appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform **practical tasks** 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
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

| Spring 2 | Who let the gods out? | Art – form sculpture – Greek vases.  
- to create sketch books to record their observations and use them to review and revisit ideas  
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with **a range of materials**  
  |
| Summer 1 | Go green! | Art – colour, pattern, texture, sculpture – nature art  
- to create sketch books to record their observations and use them to review and revisit ideas  
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with **a range of materials**  
- about great artists, **architects and designers** in history.  
  |
| Summer 2 | Lights, camera, action | DT/Art – production masks  
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with **a range of materials**  
- **use research and develop design criteria to inform the design of innovative, functional,**  
  |
appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform **practical tasks** 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
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world