


Cooking Autumn 1

DT cooking- Design and make a sandwich

Portable snacks: guided design – think



This product outline is an example of a designer's thinking.

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| Product A portable snack | |
| Purpose To produce a tasty and nutritious snack for a picnic. | Intended user(s) My family |
| Inspiration  | Features <ul style="list-style-type: none"> Tortilla wrap/bread Variety of fillings Seasonal vegetables Easy to hold Easy to transport |
| Ingredients A soft tortilla/bread Salad leaves Cheese Carrot Tomato Mayonnaise | Techniques Grating Peeling Slicing Folding Spreading |


- Practise step 1 of the design process (thinking) by completing your own product outline for a portable snack.
- For the inspiration section, arrange an annotated mood board to show more details.
- Apply your knowledge of techniques to decide which will be most appropriate for this task.
- Decide which ingredients you will need to include.

DT Cooking- Design and make Cous Cous

Couscous dish: guided design – think




This product outline is an example of a designer's thinking.

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| Product A couscous snack | |
| Purpose To produce a quick, nutritious and inexpensive meal | Intended user(s) My family |
| Inspiration  | Features <ul style="list-style-type: none"> Variety of ingredients Seasonal vegetables Nutritious Low cost |
| Ingredients 200 g couscous 1 stock cube/pot in 350 ml boiling water 2 spring onions 1/2 yellow pepper 1/4 cucumber 4 tomatoes 1 tbsp raisins 2 tbsp parsley 2 tbsp olive oil and lemon juice | Techniques <ul style="list-style-type: none"> Peeling Slicing Chopping Snipping Weighing Stirring |

- Practise step 1 of the design process (thinking) by completing your own product outline for a couscous dish.
- For the inspiration section, arrange an annotated mood board to show more details.
- Apply your knowledge of techniques to decide which will be most appropriate for this task.
- Decide which ingredients you will need to include.

Autumn 2 Beauty of Flowers

| Artistic stimulus | Knowledge category | Basic | Skills progression | Advancing/deep | Skills progression |
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| Beauty of Flowers | Media and Materials | <p>List some of the materials that the sculptor Marc Quinn has used to create sculptures. Describe how Quinn created his The Rush of Nature sculpture.</p> <p>Copy Quinn's use of materials to create your own flower sculpture using paper and watercolour</p> | <p>Sculpture?</p>  | <p>Research other examples of the sculptures of Marc Quinn. Do you agree that his choices for materials can be strange and unusual?</p> | <p>Experiment with materials eg. bread</p> |
| | Emotions | <p>How did Van Gogh want people to feel when they looked at his Sunflowers painting? Which flowers were once used to represent death and sorrow? How are these flowers now used in art to make people feel?</p> | <p>Pastel picture of sunflowers</p> | <p>Create your own artwork showing flowers to make people feel a particular emotion. Explain why you chose your flower(s).</p> | <p>Pastel picture of sunflowers</p> |
| | Artists and Artisans | <p>Name some famous artists who are well known for being inspired by flowers.</p> | | <p>Find out more about the art created by the Dutch artist Jacob Vosmaer. Compare to Van Gogh's sunflowers</p> | |
| | Visual language | <p>Give reasons why red carnations and red roses are used in art. Why might an artist paint a wilting flower?</p> | | <p>Investigate the art of other artists you have studied and discover how they have tried to symbolise love, life or death.</p> | |

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| The Beauty of Flowers – Georgia O'Keeffe | Process | Why was Georgia O'Keeffe considered a pioneer? How did O'Keeffe develop her art to express her emotions and feelings? | | Investigate the artwork of Arthur Wesley Dow to discover how his style inspired Georgia O'Keeffe. | |
| | Style and period | What style of art was popular while O'Keeffe was growing up? What was the most striking feature of O'Keeffe's paintings? | | Find out more about the main features of abstract art. Explain how O'Keeffe developed a unique style inspired by the work of abstract artists. | |
| | techniques | Copy O'Keeffe's painting techniques to produce a painting of flowers. | Watercolour | Explain the main reason why the way Georgia O'Keeffe mixed her paints was considered unusual. Experiment with this mixing technique for your own flower painting Mini | Paint- Watercolour |
| | Visual language | What was the name of Georgia O'Keeffe's famous painting finished in 1936? Describe the effect of her use of light colours in this painting. | | Explain why O'Keeffe painted her flowers extremely close up in her Jimson Weed painting. Suggest reasons why light colours create the effect of flowers appearing fresh and alive. | |
| | | Lesson1: Look at Van Gogh/ Georgia O'Keeffe and Quinn- What do you like dislike? What flowers are they painting? What technique have they used? Lesson 2: How do flowers make you feel? Roses/lily's sunflowers etc? Lesson 3: Skills lesson- how to painting with water colours – primary colours and explore mixing colours. How to make it lighter and darker? Lesson 5: Make a Quinn inspired poppy/flower sculpture . Lesson 6: Finish piece- Water colour flower sculpture | | Lesson1: Quinn- what strange materials did he use? Bread? Explore painting and sculpting with different materials. Pictures for books. Lesson 2: Georgia O ' Keeffe- use her technique of mixing colours. Focus on tint and shade of colours. | |

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| | | Lesson 7: picture in books and evaluation | <p>Look at a flower really close up and use pencil skills to capture lines and shade.</p> <p>Lesson 3: Learn about Van Gogh and Jacob Vosmaer – How do these flowers create emotion? compare</p> <p>Lesson 4: Begin your Van Gogh sketch of a sunflower. Light pencil.</p> <p>Lesson 5: Water colour your painting.</p> <p>Lesson 6: Use pen or pencil to create texture and detail on top eg seeds.</p> <p>Lesson 7: Picture in books evaluate.</p> |
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Spring 1- Time to play


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| Time for Play | Emotions | How do facial expressions help us to understand how people are feeling in a piece of art? What is meant by the term 'empathy'? | | Explain how the facial expressions depicted on a person can give you clues about their emotions and the type of leisure activity they are enjoying. Create your own pencil drawing showing people at play, with facial expressions depicted that help the viewer to feel empathy | Mini project: Drawing-pencil work Pre art Skills- shading/pressure Create a freeze frame with friends to capture? |
| | Artists and artisans | What was unusual about how L.S. Lowry painted people in his art? Give examples of how Lowry showed people enjoying their leisure time. Copy Lowry's style of drawing 'matchstick people' to show a scene of people playing. | Charcoal drawing | Imagine you are some of the people shown in Lowry's painting Britain at Play. How would you respond if asked to explain how you are feeling? | |
| | Styles and periods | Explain the term 'prosperity'. Why is the painting The Lost Chord by Stephen Samuel Lewin a good example of a typical Victorian painting? | | Research and explain what kinds of things you might see in a typical Victorian painting showing a higher class social event. | |
| | Techniques | How might you use brushstrokes to show action? Why might an artist use the idea of a freeze frame? Copy the idea of a sketched freeze frame to show someone being active when playing- | Skills- brushstrokes | Explore the use of straight and curved lines in your own art to show people moving while at play | Skills- line work Final piece above |

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| | | | Final piece of work | | |
| Time for Play: George Surar | Techniques | What technique did Seurat use instead of mixing colours of paint on a palette? What did this style of art become known as? Copy this style to create your mini artwork in the style of Seurat. | Mini project: Pointillism with paint a simple shape eg star/flower/heart | Investigate how Seurat's pointillism technique can be described as similar to the pixels on a computer screen. | Complete test strips of gradient of colour to explore colour mixing /shadow |
| | Colour theory | Which colours did Seurat often use when painting shadows (the opposite to the colours he used for sunlight)? | Colour theory work | Do you agree with Seurat's use of opposite colours to paint shadows? Use different examples of art and real shadows to justify your response | Drawing- shadow work Final piece: Explore using pointillism and shadow eg a piece of fruit/tree |
| | Emotions | Give examples of what people might be feeling in Seurat's painting Sunday Afternoon. What is the small girl in the white dress doing in the painting? | | Imagine you are the little girl in the white dress in Seurat's Sunday Afternoon painting. How would you respond if someone asked how you were feeling? Do you agree that the girl is looking at the people observing the painting? Explain why you think Seurat painted her in this way. | |
| | Visual language | Describe where the people in Seurat's painting Sunday Afternoon are. How has Seurat shown these people enjoying their leisure time? How has Seurat shown a contrast between the hot sun and cooler shade? | | In which ways might Seurat's Sunday Afternoon painting give people the same feelings as when they study John Constable's landscape painting The Hay Wain? | |

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| | | <p>Lesson 1: Look and learn about Lowry. Describe what is going on? Empathy?</p> <p>Lesson 2: Skills lesson- Pencil techniques shading . Charcoal shading and lines Match stick people and playing</p> <p>Lesson 3: Seurat- what is happening in these pictures? What technique has he used? Practise a gradient of colours using cotton buds and paint for pointillism technique.</p> <p>Lesson 4: Design a simple design and the colours you would like to use and why,</p> <p>Lesson 5- begin to fill in your painting with pointillism</p> <p>Lesson 6: finish artwork and evaluate</p> | <p>Lesson 1: Recap Seurat and his technique . quick skill practice but with pencil or fine line pen. Explore and discuss emotion in his paintings</p> <p>Lesson 2: Look at a colour wheel and opposite colours- Make own wheel. How did he use opposite colours in his work?</p> <p>Lesson 3: Recap Lowry and discuss emotion through his work. Practice sketching and shading with charcoal. Practice drawing people in different stances to convey emotion.</p> <p>Lesson 4: Create a piece in the style of Lowry. Include people playing and showing emotion through their movements.</p> <p>Lesson 5- final piece</p> <p>Lesson 6- Evaluate.</p> |
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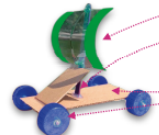
Spring 2 DT Project

Frame structures: Make a chair for a soft toy

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| Product A chair for a soft toy | |
| Purpose For sitting comfortably (soft toy) For play (owner of soft toy) | Intended user(s) For soft toy (to sit on) For owner of soft toy (to play with) |
| Inspiration  | Features <ul style="list-style-type: none"> Rigid frame Stable structure Back rest Legs Seat |
| Materials I will make my chair using: Wood (lolly sticks) Cardboard Glue Snips Scissors Ruler and pencil | Techniques Measuring Cutting Joining with glue |

• Practise step 1 of the design process (thinking) by completing your own product outline for a chair for a soft toy. • For the inspiration section, arrange an annotated mood board to show more details. • Apply your knowledge of techniques to decide which will be most appropriate for this task. • Decide which materials you will need to include.

Wheels and Axles: Make a wind powered car

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| Product A wind-powered car | |
| Purpose To transport people without using any fuel | Intended user(s) People who want to cut down on harmful gases |
| Inspiration  | Features <ul style="list-style-type: none"> Sail to catch the wind Dowel for the sail Cardboard chassis Wheels and axles |
| Materials I will make my model car using: Shoebox lid for the chassis Plastic transparency sheet for the sail Wooden wheels Dowel for the axles and the sail | Techniques Measuring Cutting Estimating Assembling Joining |

• Practise step 1 of the design process (thinking) by completing your own product outline for a wind-powered car. • For the inspiration section, arrange an annotated mood board to show more details. • Apply your knowledge of techniques to decide which will be most appropriate for this task. • Decide which materials you will need to include.

| Summer 1- In the Jungle | | | | | |
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| | Artistic stimulus | Knowledge category | Basic | Advancing/deep | Skills progression |
| In the Jungle 5 hours | In the Jungle | Emotions | How could an artist create the emotion of fear when painting a wild animal? What emotion might someone feel when looking at an animal that is resting or sleeping? Give examples of how the weather, painted by an artist, can create different emotions. | Do you agree that a jungle painting that shows warm, sunny weather and animals hunting and stalking their prey could create a mix of emotions? | |
| | | Media and materials | Copy the example of a 3D background using natural materials. How does this make the artwork more realistic? What types of materials could be used to show the undergrowth? Give an example of how a jungle animal could be added to the artwork. | Experiment with using different natural materials to create a jungle collage background. Suggest materials that could be used to create a furry texture for animals in a jungle collage. | College- Mixed media |
| | | Colour Theory | What is meant by ‘contrast’ when thinking about colours? Which jungle features might provide complementary colours to the greens of the leaves and undergrowth? | In which ways do the complementary colours used in jungle paintings compare to colours used by artists in other types of artwork you have studied? | Colour work |
| | | Effects | How could you use your hands to create a pattern effect for jungle artwork? Why would you use different shades of green for this pattern effect? | Explore the effect of using a patterned background with jungle artwork. Explain how this might be particularly effective for paintings of jungles. | Skills- pattern and effects (using different media and materials) |
| | In the Jungle Henry Rousseau | Process | Give examples of things that inspired Henri Rousseau to paint jungle scenes. How did Rousseau use specimens of leaves to help his imagination? | Summarise the processes Rousseau used to successfully create jungle paintings even though he never went to an actual jungle himself | |
| | | Techniques | How did Rousseau exaggerate his paintings of animals and plants? What was unusual about the way that Rousseau created his paintings? Copy Rousseau’s layering technique with your own jungle artwork | Explore the use of Rousseau’s layering of content. Describe any impact of changing the order of his technique of layering. | Skill- layering Final piece- a hot/cold climate picture |
| | | Artists and artisans | Which famous Spanish painter was a particular admirer of Henri Rousseau’s paintings? How did he show his admiration for Rousseau? | Always, sometimes, never? Picasso’s paintings were inspired and influenced by the painting style of Henri Rousseau. | P4C |
| | | Visual language | Why did he paint the animals and plants in an unrealistic way? How can we tell Rousseau’s paintings of gibbon monkeys are not realistic? | What connections can you make between Rousseau’s jungle paintings and the paintings of food by Paul Cézanne? | |
| | Skills coverage- | | | Lesson 1:Recap Rousseau. Was Picasso inspired? | |

College: Natural materials for 3D effect (leaves/ sand/ petals/straw etc)
 Colour mixing- creating different greens
 Print- using hands/ finger prints (Above skills alongside looking at artwork x 3 lessons)
Final Piece- Layered Jungle collage x 1 lesson background x 1 lesson animal

Final piece- a hot/cold climate picture

Lesson 1: Look at Rousseau's Jungle painting. How does it make you feel? What can you see?

Lesson 2: Compare Henri Rousseau to other artists

Lesson 3: Explore colour mixing with painting to create different shade and tones of green. Then explore adding texture to other paints. Eg. sand to brown would this be good for soil? Petals to greens etc? Ripping paper and other materials for effect

Lesson 4: Design how you are going to layer your Rousseau painting. What are you going to use for the back ground/animals . Complete background of design

Lesson 5: Add second layer of collage and detail

Lesson 6: Paint in or add on animals and flowers

Lesson 7 evaluate



Lesson 2: Emotions in Rousseau's work and labelling contrasting colours and skills used
 Lesson 3: Explore combining different collage materials .Skills- using Styrofoam to create leaf patterns and practise using them. This will work well because. Cutting out leaf shapes from different green papers and materials. Which works best why?

Lesson 4: Sketch out your design in sketchbook. Label which techniques you are going to use. .Sketch lightly onto a canvas or card



Lesson 5 and 6 :create your final piece

Lesson 7: evaluate



Styrofoam printing for background?

| Summer 2: Love of Landscapes | | | | | |
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| Love of Landscapes 5 hours | Love of landscapes | Process | Create your own piece of landscape art. Why might an artist use a bigger brush during the process of painting a landscape? How can an artist add definition to a landscape painting? | Summarise the key steps suggested to create landscape art, from the initial sketch to the final piece. | |
| | | Artists and artisans | Name some famous artists well known for creating landscapes. Who is John Ndambo? | Compare and contrast the landscape art of John Ndambo with that of John Constable. | |
| | | effects | Why is the sky an important part of a landscape picture? Why do artists not see people as an important part of a landscape picture? What is meant by the word 'vast'? | Give examples of how the sky can be painted in different ways to create different effects | Experiment with different effects |
| | | Styles and periods | Why does John Ndambo's style of painting need rich, deep colours? What clues can you find in the painting to suggest it is a landscape from Africa? | Suggest reasons why the colours chosen by John Ndambo are so important. create your own landscape painting using different techniques inspired from different artists. | Final piece |
| | Love of Landscapes John Constable | Media and materials | How did Constable continue his work once he was happy with his sketch? | Constable said that when he made a sketch from nature, he tried to forget he had ever seen a picture. Suggest reasons why he did this. | Sketch from nature |
| | | Visual language | Describe the features you can see in Constable's The Hay Wain painting. How has Constable used natural tones for his colours in this painting? Why are the colours used and the setting important to John Constable? | Imagine you are John Constable being asked to explain his use of colours in his painting The Hay Wain. How would you answer? | |
| | | Colour theory | What did most artists before John Constable use for colour in landscape art? What did Constable prefer to use? | Always, sometimes, never? Artists use colours to match what they see. | |

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| | Effects | What effect did Constable's use of white tinting have? Why did this make the picture seem more real and alive? | Predict how Constable's paintings would be less effective without the use of white tinting. | |
| Skills practise- Theory covered alongside skills and techniques. X 1 extra for discussion Colours- explore warm and cool tones with different brushes x 1 lesson Tie-dye- explore different techniques on small swatches. X 1 lesson Lesson 1: Look at different artists. Explore different size brushes and brush strokes. Blending warm tones and cold tones. Lesson 2: Look at Constable and Ndambo compare styles? Lesson 3: Ndambo – practice tie dye on small squares to create a mix of warm tones. Practice painting on material with black paint for silhouette/ cutting out black material for silhouette. Lesson 4: Design- what shadow are you going to have on the foreground. Tree shapes, animals, human? Lesson 5: Dye background and cut out silhouettes or practice painting silhouettes  Lesson 6: Paint/ stick on silhouettes.  Lesson 7: evaluate | | | Lesson 1: Theory Constable and Ndambo Lesson 2: Skills lesson: drawing from real life- tree/sky Painting outside Lesson 3: Explore how different artists paint the sky and explore different techniques Lesson 4: Alongside theory- explore colour mixing and adding light and tone to give the impression of sunlight. Lesson 5: Children to sketch lightly on Canvas a simple local landscape scene. The school field? Long grass/trees and water tower? Lesson 6: Paint your landscape. Having pictures to remind children of light and colour of where they are painting will help them. Lesson 7: Evaluate. | |