



Title:	Rock, Shake and Roll (DT) The Greats (Art)
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Year:	Year 5 Term 4
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Subject Focus:	DT ART
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Rationale:
 We will look at some buildings in earthquakes zones need to be constructed so that they withstand the force of an earthquake. We will plan, write a proposal, build and evaluate our buildings.
 We will look at different pieces of artwork from a specific artists. We will recreate some of the artwork and create our own in the same style. We will work on our descriptive skills to 'jump into the picture' and describe what is happening.

Start Date:	25.02.19
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End Date:	05.04.19
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Opportunities for Home Learning:
<ul style="list-style-type: none"> - Research different artists - create artwork in different styles

How will we deepen learning:
<p>Share their buildings with their parents and pitch them!</p> <p>Share the artist learnt about with the other Year 5 class.</p>

Outcome:
<p>DT project completed creating a model of a house that will withstand an earthquake. Writing a proposal for their building to sell it.</p> <p>Descriptive writing of different paintings. More knowledge of inspirational artists.</p>

Hook:
<p>Rock Shake and Roll: You will get to design and build a structure that will withstand an earthquake! Use chrome books to research designs already out there!</p> <p>The Greats: Video Clip</p>

Sharing Success:
<p>Share their buildings with their parents and pitch them!</p> <p>Share the artist learnt about with the other Year 5 class</p>

How will we embed our school values?
<p>Aspire: using artists techniques to improve our own skills</p> <p>Positive: working in partners and teams</p> <p>Resilience: Inquiry based lessons with discussion and not given the answers</p> <p>Success: Share work with partner class</p>



Milestones Covered in this Topic:

**Lead Subject:
DT**

- 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 (such as the nature of fabric may require sharper scissors than would be used to cut paper)
- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).

ART

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
 - Use the qualities of materials to enhance ideas.
 - Spot the potential in unexpected results as work progresses.
 - Comment on artworks with a fluent grasp of visual language.
 - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
 - Use a choice of techniques to depict movement, perspective, shadows and reflection.
 - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
 - Use lines to represent movement.

English

- Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading.
- To use imaginative description
- Use the techniques that authors use to create characters, settings and plots
- Create vivid images by using alliteration, similes, metaphors and personification.
- To organise writing appropriately
- Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation.
- Ensure the correct use of tenses throughout a piece of writing.
- To use paragraphs
- Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone.
- Write cohesively at length
- To use sentences appropriately



Science

- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night.
- Describe the movement of the Earth relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
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