



EAST BOLDON INFANT SCHOOL

ART/DESIGN TECHNOLOGY CURRICULUM

Breakdown of weekly challenge questions YEARS 1 AND 2

ART/DT	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 1	Art Can we explore colour?	Art/DT How did Archimboldo create art?	Art/DT Can you make a moving picture?	Art Who was Annastaysia Savage and why was she famous?	DT Can you make a shield of protection?	DT Ship Ahoy? Whose flag is that flag?
ART/DT	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 2	DT How would you plan for a journey in space?	Art How can we turn that photograph into a painting?	DT How Can We Put On A Finger Puppet Show?	Art What will go in our pot and out of our pot?	Art What does the seaside look like?	DT How will we float our boats?

YEAR 1 ART/DT: CAN WE EXPLORE COLOUR?

Autumn 1 Unit Learning	Week 1	Week 2 Week 3	Week 4 Week 5	Week 6 Week 7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p><u>ART FOCUS</u> *To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Transition Week *Children will be able to explore colour mixing</p>	<p>How many colours can you make? *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Who was Jackson Pollock? Can you explore colour in the style of Jackson Pollock? *To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Who was Modrian? Can you explore primary colours in the style of Mondrian? *To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>I know that red, yellow and blue are primary colours I know that- * blue and yellow make green * red and yellow make orange * blue and red make purple</p> <p>I know that adding white will make my colour lighter and adding black will darken it.</p> <p>I can identify and represent work by Pollock and Mondrian.</p>	<p>Primary colours Lighter Darker Mix Tone Shade Jackson Pollock Piet Mondrian Splash Lines</p>

YEAR 1 ART/DT: HOW DID ARCHIMBOLDO CREATE ART?

Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>ART/DT FOCUS</p> <p>*To use a range of materials creatively to design and make products.</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>*To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Design Design purposeful, functional, appealing product for themselves and others</p> <p>Make Select from a range of tools to perform tasks –knife</p> <p>Select from a wide range of materials – ingredients, according to characteristics</p> <p>Evaluate</p>	<p>What is a self portrait?</p> <p>Explore own portrait features.</p> <p>*To use a range of materials creatively to design and make products.</p>	<p>Can you create a pencil drawing self-portrait?</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Can you create a self-portrait in the style of Archimboldo?</p> <p>Convince me – which is best pencil or Archimboldo style?</p> <p>*To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>*To use a range of materials creatively to design and make products.</p>	<p>What makes the items in Archimboldo's pictures healthy? Can you design and make a healthy fruit snack for Archimboldo to enjoy?</p> <p>Design Design purposeful, functional, appealing product for themselves and others</p> <p>Make Select from a range of tools to perform tasks –knife</p> <p>Select from a wide range of materials – ingredients, according to characteristics</p>	<p>Can you make a healthy fruit snack? Can you evaluate your design?</p> <p>Evaluate Evaluate their design against criteria.</p>	<p>Christmas cards and crafts</p> <p>*To use a range of materials creatively to design and make products.</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>* Giuseppe Archimboldo was born in Italy.</p> <p>* Archimboldo created portraits from different foods.</p> <p>* I can use a pencil to sketch and shade.</p> <p>* I know what a portrait and a self-portrait is.</p>	<p>Giuseppe Arcimboldo fruit vegetables represent expression pattern shape shade sketch portrait self-portrait</p>

Evaluate their design against criteria.								
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YEAR 1 ART/DT: CAN YOU MAKE A PICTURE MOVE?

Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p style="color: red; text-align: center;">ART/DT FOCUS</p> <p><i>*To use a range of materials creatively to design and make products.</i></p> <p><i>*To use drawing, painting to develop and share their ideas, experiences and imagination.</i></p> <p><i>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p>Design Design purposeful, functional, appealing product for themselves and others</p> <p>Make Select from a range of tools to perform tasks.</p> <p>Evaluate</p>	<p>Can you use cool colours to create a picture?</p> <p>Collage/Paint</p> <p><i>*To use a range of materials creatively to design and make products.</i></p> <p><i>*To use drawing, painting to develop and share their ideas, experiences and imagination.</i></p> <p><i>*To develop a wide range of art and</i></p>	<p>Can you use cool colours to create a picture?</p> <p>ICT/Pastels</p> <p><i>*To use a range of materials creatively to design and make products.</i></p> <p><i>*To use drawing, painting to develop and share their ideas, experiences and imagination.</i></p> <p><i>*To develop a wide range of art and design techniques in using colour, pattern, texture,</i></p>	<p>How can you make a picture move?</p> <p>Design process with initial criteria.</p> <p>Design Design purposeful, functional, appealing product for themselves and others</p> <p>Technical Knowledge Explore and use mechanisms SLIDERS in their products.</p>	<p>How can you make a picture move?</p> <p>Make process</p> <p>Make Select from a range of tools to perform tasks.</p>	<p>How can you make a picture move?</p> <p>Evaluate their work against initial criteria.</p> <p>Evaluate Evaluate their design against criteria.</p> <p>Technical Knowledge Explore and use mechanisms SLIDERS in their products.</p>	<p>How can you make a picture move?</p> <p><i>Create a recording of all of the children with their moving pictures., talking about their designs = Green Screen?</i></p>	<p><i>* I can name which colours are cold colours</i></p> <p><i>* I know that my mixing white with my colours they will get lighter.</i></p> <p><i>* I can make a slider to make my object move.</i></p> <p><i>* I know what a background is.</i></p>	<p>Cold</p> <p>Cool</p> <p>Lighter</p> <p>Mix</p> <p>Background</p> <p>Object</p> <p>Slider</p> <p>Design</p> <p>Product</p> <p>Evaluate</p>

Evaluate their design against criteria. Technical Knowledge Explore and use mechanisms SLIDERS in their products.	design techniques in using colour, pattern, texture, line, shape, form and space.	line, shape, form and space.						
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YEAR 1 ART/DT: WHO IS ANNASTAYSIA SAVAGE AND WHY WAS SHE FAMOUS?								
Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>ART FOCUS</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers,</p>	<p>Can you use warm colours to create a picture?</p> <p>Collage/Pain</p>	<p>Can you use warm colours to create a picture?</p> <p>ICT/Pastels</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and</p>	<p>Who is Annastaysia Savage and why was she famous?</p> <p>*To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>	<p>Can you create artwork in the style of Annastaysia Savage?</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in</p>	<p>Can you create artwork in the style of Annastaysia Savage?</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in</p>	<p>EASTER CRAFTS</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>* I can name at least 3 warm colours. * I know that if I add yellow to my warm colours they will get lighter. * I know what a silhouette is. * I can create a sunset silhouette picture in the style of</p>	<p>Warm Hot Vibrant Lighten Warmth Sunset Silhouette Annastaysia Savage African plains</p>

describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p>*To use a range of materials creatively to design and make products.</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	design techniques in using colour, pattern, texture, line, shape, form and space.	making links to their own work.	using colour, pattern, texture, line, shape, form and space.	using colour, pattern, texture, line, shape, form and space.		Annastaysia Savage.	
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YEAR 1 ART/DT:								
Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>DT FOCUS</p> <p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p> <p>Make: *Select from and use a range of tools and equipment to form tasks</p>	<p>Why were shields important to knights?</p> <p>Design: *Design purposeful, functional, appealing products</p>	<p>What will our shield look like? What would be the best material to use?</p> <p>Design: *Design purposeful,</p>	<p>How can we create our shield to be the correct shape and size?</p> <p>Make: *Select from and use a range of tools and</p>	<p>How can we join our materials together?</p> <p>Make: *Select from and use a range of tools and</p>	<p>What is a coat of arms? Can we design a coat of arms for our shield?</p> <p>Technical Knowledge: *Build structures, explore how they can be made</p>	<p>Complete designs</p> <p>What is good about your shield? What would make it better?</p> <p>Evaluate:</p>		

<p>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>Evaluate: *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge: *Build structures, explore how they can be made stronger, stiffer and more stable</p>	for themselves and other uses based on design criteria	functional, appealing products for themselves and other uses based on design criteria	equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.	equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.	stronger, stiffer and more stable	*Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.	<p>I can create a design.</p> <p>I know how to use different tools to create different affects</p> <p>I can discuss my finished product and say what I like and what I would change.</p> <p>I can use reclaimed materials to build a castle.</p>	<p>Design</p> <p>Evaluate</p> <p>Mould</p> <p>Shape</p> <p>Tools</p> <p>Clay</p> <p>Symbols</p> <p>Coat of Arms</p> <p>Meaning</p> <p>Evaluate</p> <p>Represent</p> <p>Fix</p> <p>Materials</p>
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YEAR 1 ART/DT: SHIP AHOY! WHOSE FLAG IS THAT FLAG?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>DT FOCUS</p> <p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p> <p>Make: *Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients</p>	<p>Can you design your own Pirate flag?</p> <p>Design: *Design purposeful, functional, appealing products for themselves and</p>	<p>Can you use fabric to create your flag?</p> <p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p>	<p>Can you use fabric to create your flag?</p> <p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p>	<p>Can you recreate your flag in different media/styles ? ICT</p> <p>Design: *Design purposeful, functional, appealing products for themselves and</p>	<p>Can you recreate your flag in different media/styles ? Another artist?</p> <p>Georges Seurat</p> <p>Pointillism</p>	<p>Convince me: Which design is best and why?</p> <p>Evaluate: *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p>		

<p>according to their characteristics.</p> <p>Evaluate: *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p> <p>ART FOCUS</p> <p>*To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>other uses based on design criteria</p>			<p>other uses based on design criteria</p> <p>Make: *Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>	<p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p> <p>Make: *Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>		<p>I can design a flag and explain why I have chosen my illustrations and colours.</p> <p>I can use fabric pens and crayons.</p> <p>I can say what I like and what I would change about my own and other finished products.</p> <p>I know George Seurat produced art work using a technique called pointillism.</p> <p>I can use pointillism to create an illustration.</p>	<p>Design Fabric Material Evaluate Change George Seurat Pointillism Size distance small colour</p>
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YEAR 2 ART/DT: HOW WOULD YOU PLAN FOR A JOURNEY IN SPACE?

Autumn 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge/Skills (What facts and skills will the children be	Key Vocabulary
DT FOCUS Design:		What do you need	How far will your buggy	Can you design a	Where would your	How would you change your		

<p>*Design purposeful, functional, appealing products for themselves and other uses based on design criteria. Make: *Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. Evaluate: *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria. Technical Knowledge: *Build structures, explore how they can be made stronger, stiffer and more stable *Explore and use mechanisms, in their products. Cooking and Nutrition: *use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from.</p>	<p>How would you travel into Space?</p> <p>Can you design a space buggy?</p> <p>Look at the Lunar Space buggy and evaluate.</p> <p>*Design purposeful, functional, appealing products for themselves and other uses based on design criteria.</p> <p>*Explore and evaluate a range of existing products</p>	<p>to use to build your space buggy?</p> <p>*Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>*Build structures, explore how they can be made stronger, stiffer and more stable *Explore and use mechanisms, in their products.</p>	<p>travel? What was good about it?</p> <p>*Evaluate their ideas and products against design criteria.</p>	<p>snack for an astronaut?</p> <p>*Design purposeful, functional, appealing products for themselves and other uses based on design criteria.</p>	<p>ingredients come from?</p> <p>*use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from.</p> <p>*Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>	<p>snack if you were to make it again?</p> <p>*Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p>	<p>able to recall/share?)</p> <p>*Think of ideas and plan what to do next *Choose the best tools and materials and give a reason why these are best *Join materials together in different ways *Describe their design by using pictures, diagrams, models and words *Describe the properties of the ingredients they are using *Explain what it means to be hygienic *Evaluate giving reasons</p>	<p>Plan Design Cutting Shaping Joining Make Purpose Form Materials Healthy Cut Slice Peel Grate Hygiene evaluate</p>
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YEAR 2 ART/DT: HOW CAN WE TURN A PHOTOGRAPH INTO A PAINTING?

Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge/Skills (What facts and skills will the children be able to recall/share?)	Key Vocabulary
<p><u>ART FOCUS</u></p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Can we sketch or use ICT to recreate our photographs?</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>How can we make the colours we can see in our photographs? (colour mixing sessions).</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Which painting techniques will we use to complete our pictures?</p> <p>*To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>How do our pictures match our photograph?</p> <p>*To use a range of materials creatively to design and make products. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Christmas calendar</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Christmas cards</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>*Mix paint to create all the secondary colours *Mix and match colours and predict outcomes *Mix their own brown *Make tints by adding white *Make tones by adding black *Create a piece of work in response to another artist's work. *Say what is the same and different about their piece to the artist's piece</p>	<p>Sketch Shade Tone Blend Technique Texture colour Artist style</p>

YEAR 2 ART/DT: HOW CAN WE PUT ON A FINGER PUPPET SHOW?

Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p><u>DT FOCUS</u></p> <p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p> <p>Make: *Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>Evaluate: *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge: *Build structures, explore how they can be made stronger, stiffer and more stable *Explore and use mechanisms, in their products.</p>	<p>What makes a good finger puppet?</p> <p>* Explore and evaluate a range of existing products</p>	<p>What will our own finger puppets look like? Which textiles will we use and why?</p> <p>* Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>How can we cut our textiles to the correct shape and size?</p> <p>* Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Which materials can we use to make the features of our puppets?</p> <p>*Which materials can we use to make the features of our puppets?</p>	<p>How can we join our textiles and other materials together?</p> <p>* Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>How do we know our finger puppets work? Can we use our finger puppets to tell a story?</p> <p>* Evaluate their ideas and products against design criteria</p>	<p>*Think of ideas and plan what to do *Choose the best tools and materials Give a reason why these are best *Describe their design by using pictures, diagrams *Join/cut textiles to make something *Explain why they chose a certain textile</p>	<p>Design Make Plan Textile Fabric Shape Join Finish Product compare</p>

YEAR 2 ART/DT: WHAT WILL GO INSIDE AND OUTSIDE OUR POTS?

Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p><u>ART FOCUS</u></p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting and <u>sculpture</u> to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>How have clay pots changed or not changed over time?</p> <p>* explore and evaluate a range of existing products</p>	<p>How are clay pots decorated and can we explore some designs? Lucy Rie Han Coper Gordon Baldwin (ceramic artists)</p> <p>* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Can we design our own clay pot?</p> <p>*to use a range of materials creatively to design and make products</p>	<p>What tools and techniques will help us make our finger pots? (pinch pots)</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>How can we decorate our pots using tools to add line and texture and using paint to add colour?</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>How do our pots compare with pots made by other artists?</p> <p>* Describing similarities and differences</p>	<p>*Appraise how artists have used colour, pattern and shape *Make a clay pot *Create a piece of work in response to another artist's work *Add line and shape to their work *Link colours to natural and man made objects *Say how other artists have used colour, pattern and shape</p>	<p>Design Make Plan Clay Pinch Tools Scrape Press Mouls Shape Designer Sculptor Ceramic Kiln</p>

YEAR 2 ART/DT: WHAT DOES THE SEASIDE LOOK

Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>ART FOCUS</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>What can we see at the seaside?</p> <p>Which famous artists have painted seaside scenes?</p> <p>*To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Can we draw and colour a view of the seaside? Techniques?</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Can we use software to produce a picture of the seaside?</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>What materials can we use to make a collage of a view? (plan)</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Can we make individual collages?</p> <p>*To use a range of materials creatively to design and make products. *To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Can we identify features of the seaside in our collage?</p> <p>Can we collaborate on a group collage?</p> <p>*To use drawing, painting to develop and share their ideas, experiences and imagination. *To develop a</p>	<p>*Work independently and collaboratively. *Use different types of materials and explain why they have used them. *Use repeated patterns in their collage. *Use IT to create a picture using brush and pen tools *Edit their work Link colours to natural and man made objects</p>	<p>Observe Describe Compare Technique Brush Draw Sketch Collage Pattern Texture</p>

YEAR 2 ART/DT: HOW WILL WE FLOAT OUR BOATS?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5/6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p><u>DT FOCUS</u></p> <p>Design: *Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p> <p>Make: *Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>Evaluate: *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge: *Build structures, explore how they can be made stronger, stiffer and more stable</p>	<p>What materials are real boats made from?</p> <p>*Explore and evaluate a range of existing products</p> <p>*Evaluate their ideas and products against design criteria.</p> <p>*Design purposeful, functional, appealing products for themselves and other uses based on design criteria</p>	<p>What materials could we use to make the hull of our model boats?</p> <p>*Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>*Build structures, explore how they can be made stronger, stiffer and more stable</p>	<p>How will we keep our boats upright in the water?</p> <p>*Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>*Build structures, explore how they can be made stronger, stiffer and more stable</p>	<p>Can we design a mast and sail and what materials could we use to make them?</p> <p>*Select from and use a range of tools and equipment to form tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>*Build structures, explore how they can be made stronger, stiffer and more stable</p>	<p>Do our finished boats work and how can we improve them?</p> <p>*Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria.</p>	<p>*Plan what to do *Choose the best tools and materials *Give a reason why *Describe the design by using pictures, diagrams, models and words *Evaluate the finished model</p>	<p>Material Waterproof Solid Fix Join Make Secure Balance Weight Review Evaluate</p>