

Overview Art/DT Year 2

	Autumn Term		Spring Term		Summer Term	
Big Question	Fire; Friend or Foe?		How can we look after our world?		What does it take to be a hero?	
Other Subject links	Tudors, Great Fire of London		Kenya, the environment		Florence Nightingale	
	Autumn 1	Autumn 2 Bread-making and Tudor buildings	Spring 1	Spring 2 Safari Jeep	Summer 1	Summer 2 Super Hero Glove Puppet
National Curriculum Objectives	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>	<p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups or ICT</p> <p><b>Make</b> -select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p>	<p>To use drawing, painting and sculpture 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, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups or ICT</p> <p><b>Make</b> -select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p>	<p>To use a range of materials creatively to design and make products</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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups or ICT</p> <p><b>Make</b> -select from and use a range of tools and equipment to perform practical tasks such as</p>

	disciplines, and making links to their own work	<ul style="list-style-type: none"> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>-Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>-Understand where food comes from</li> </ul>	different practices and disciplines, and making links to their own work	<ul style="list-style-type: none"> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>-Explore and use mechanisms (for example wheels and axles) in their products</li> </ul>	Be taught 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>cutting, shaping, joining and finishing</p> <ul style="list-style-type: none"> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> </ul>
Skills	<p><u>Art- Painting</u></p> <p>*Investigate and use the visual elements of line, colour and space in painting.</p>	<p><u>DT- Breadmaking/Tudor buildings.</u></p> <p><u>Design</u></p> <p>* have own ideas and plan what to do next</p>	<p><u>Art- Drawing</u></p> <p>*Understand that different mark makers can be used to create different effects.</p>	<p><u>DT- Safari Jeeps</u></p> <p><u>Design</u></p> <p>* have own ideas and plan what to do next</p>	<p><u>Art- Textiles</u></p> <p>*Investigate dip dye processes, understanding that folding and dipping fabric in different ways produces</p>	<p><u>DT- Puppets</u></p> <p><u>Design</u></p> <p>* have own ideas and plan what to do next</p>

	<p>*Develop brush control and pattern making.</p> <p>*Use techniques of colour mixing.</p> <p>*Produce colour tints using white paint.</p> <p><u>Art- Collage</u></p> <p>*Cut, tear and arrange primary and complimentary coloured paper.</p> <p>*Understand and explore line as a contour.</p> <p>*Use scissors as a drawing tool.</p> <p>*Develop cutting and sticking skills.</p>	<p>* explain what I want to do and describe how I may do it</p> <p>* explain purpose of product, how it will work and how it will be suitable for the user</p> <p>* design products for myself and others following design criteria</p> <p>* choose best tools and materials, and explain choices</p> <p>* use knowledge of existing products to produce ideas</p> <p><u>Make</u></p> <p>*explain what I am making and why it fits the purpose</p> <p>*make suggestions as to what I need to do next.</p> <p>*describe which tools I'm using and why</p> <p>*choose suitable materials and explain choices depending on characteristics.</p> <p>*work safely and hygienically</p> <p><u>Evaluate</u></p>	<p>*Use different marks in response to descriptive language e.g. thick, thin, wavy, prickly.</p> <p>*Understand that different marks can represent different moods and movements.</p> <p>*Understand how to represent texture by using a variety of different marks</p> <p><u>Art- 3D</u></p> <p>*Learn the process of rolling and inlaying clay of different colours into a slab.</p> <p>Form clay slabs and apply small pieces of clay as surface decorations.</p> <p>*Change the form of clay by pulling, pinching and smoothing.</p>	<p>* explain what I want to do and describe how I may do it</p> <p>* explain purpose of product, how it will work and how it will be suitable for the user</p> <p>* describe design using pictures, words, models, diagrams, begin to use ICT</p> <p>* design products for myself and others following design criteria</p> <p>* choose best tools and materials, and explain choices</p> <p>* use knowledge of existing products to produce ideas</p> <p><u>Make</u></p> <p>*explain what I am making and why it fits the purpose</p> <p>*make suggestions as to what I need to do next.</p> <p>*join materials/components together in different ways</p> <p>*measure, mark out, cut and shape</p>	<p>different dyed effects.</p> <p>*Understand that rubbings taken from a range of different surface textures produce a variety of lines, shapes and marks.</p> <p>*Understand and apply knowledge of the relief printing process to produce individual printing blocks.</p> <p><u>Art- Printmaking</u></p> <p>*Use the technique of tearing positive and negative stencils to make prints.</p> <p>*Understand that printmaking involves the production of multiple images.</p> <p>*Develop/produce slab relief blocks using three colour overprinting process.</p>	<p>* explain what I want to do and describe how I may do it</p> <p>* explain purpose of product, how it will work and how it will be suitable for the user</p> <p>* describe design using pictures, words, models, diagrams, begin to use ICT</p> <p>* design products for myself and others following design criteria</p> <p>* choose best tools and materials, and explain choices</p> <p>* use knowledge of existing products to produce ideas</p> <p><u>Make</u></p> <p>*explain what I am making and why it fits the purpose</p> <p>*make suggestions as to what I need to do next.</p> <p>*join materials/component s together in different ways</p>
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