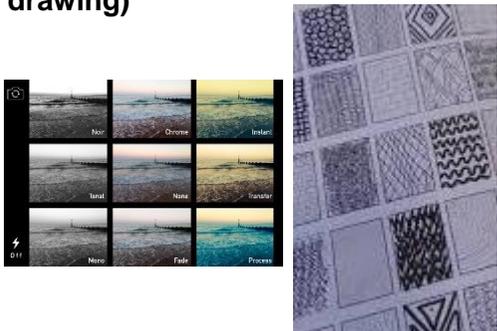


**KS1 Cycle A**

|  |  |   |
|--|--|---|
| <p><b>Autumn 1</b></p>   | <p><b>Art- Collage</b><br/>                 Children to make a mixed media collage inspired by the book 'Troll Swap'.</p> <p><b>DT- Food</b><br/>                 Children to make a healthy snack for the trolls.</p>   | <p><b>Context:</b> Local community- <b>Linked text;</b> Troll Swap</p>  |
| <p><b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b><br/> <b>Pupils to be assessed against this criteria on INSIGHT.</b></p> <p><b>Art- Collage</b></p> <ul style="list-style-type: none"> <li>• Create their own interesting patterns to use in their collage.</li> <li>• Sort and arrange materials with good effect.</li> <li>• Mix materials to create texture.</li> </ul> <p><b>DT- Food</b></p> <ul style="list-style-type: none"> <li>• Cut, peel and grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring</li> </ul> | <p><b>Artist/architect/designer:</b></p> <p><b>Equipment &amp; materials: (e.g. pencil, charcoal, paint, clay)</b></p> <p><b>Technique/skills: (designing, painting, sculpting, drawing)</b></p>  <p><b>Sketchbook work</b></p> <p>Children to experiment with drawing different patterns.<br/>                 Children to experiment with editing photographs they have taken (photo evidence stuck inside sketchbook).</p> <p><b>Final piece-</b> 'Homes' artwork in sketchbook.</p> | <p>Karla Gerrard</p> <p>Collage materials, pencils, pastels, scissors, glue, pastels, photographs- children to take themselves and include in their collage</p> <p><b>Collage:</b><br/>                 Children to collect their own collage materials from home/school/recycling.<br/>                 Children to take and edit their own photographs using software (on iPads) to include in their collage.<br/>                 Children to create their own patterns on paper and incorporate them into their collages.</p> <p><b>Food:</b><br/>                 Children to hold kitchen equipment such as knives correctly and safely.<br/>                 Children to state ways they can prepare food hygienically and explain why this is important.<br/>                 Children to demonstrate the differences between grating, peeling and cutting.</p> <p><b>DT process</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Begin to develop their design ideas through discussion</li> <li>• Identify a purpose for what they intend to design and make.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• With help measure and cut with some accuracy.</li> <li>• Learn to use hand tools safely and appropriately.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work against their design criteria.</li> </ul> |

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2021-2022**

|  |  |  |
|--|--|--|
| <p>cups or electronic scales.</p> <ul style="list-style-type: none"> <li>Independently assemble ingredients.</li> </ul>  |  | <ul style="list-style-type: none"> <li>Look at a range of existing products explain what they like and dislike about products and why.</li> <li>With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul> |
| <p><b>Language:</b><br/> <b>Collage-</b> photo, editing, rip, tear, cut, pattern, texture, colour<br/> <b>Food-</b> cut, peel, grate, safety, prepare, assemble, recipe, instructions, ingredients, measure, hygiene</p> |  |  |

|   |   |  |
|---|---|--|
| <p><b>Autumn 2</b></p>  | <p><b>Art and DT- Sculpture</b><br/>         Children to make a clay owl inspired by the book 'The Owl Who Was Afraid of the Dark'.</p>   | <p><b>Context:</b> Woodlands/forests - <b>Linked text;</b> The Owl Who Was Afraid of the Dark'</p>   |
| <p><b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b><br/> <b>Pupils to be assessed against this criteria on INSIGHT.</b></p> <p><b>Art and DT- Sculpture</b></p> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul> | <p><b>Artist/architect/designer:</b></p> <p><b>Equipment &amp; materials:</b><br/>         (e.g. pencil, charcoal, paint, clay)</p> <p><b>Technique/skills:</b><br/>         (designing, painting, sculpting, drawing)</p>  <p><b>Sketchbook work</b></p> <p>Photos of children experimenting with line, shape and pattern with the clay.</p> <p><b>Final piece-</b> Clay owl</p> | <p>N/A</p> <p>Clay, sculpting instruments</p> <p><b>Sculpture:</b><br/>         Children to explore carving a combination of shapes into clay.<br/>         Children to practise sticking a combination of shapes on to clay.<br/>         Children to explore using different lines to add texture to clay.<br/>         Effectively use techniques such as rolling, cutting, moulding and carving.</p> <p><b>DT process</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Start to generate ideas by drawing on their own and other people's experiences.</li> <li>Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Develop their ideas through talk and drawings and label parts.</li> </ul> |

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2021-2022**

**Make**

- Begin to select tools and materials; use correct vocabulary to name and describe them.
- Learn to use hand tools safely and appropriately.
- Start to assemble, join and combine materials in order to make a product.

**Review**

- Evaluate their work against their design criteria.
- With confidence talk about their ideas, saying what they like and dislike about them.

**Language:**

**Sculpture-** mould, carve, roll, clay, sculpting tools, sculpture, line, shape, pattern, texture

|  |   |  |
|--|---|--|
| <p><b>Spring 1</b></p>   | <p><b>DT- Construction and mechanics</b><br/>                 Children to create their own 'junk modelling' inventions inspired by the 'Industrial Revolution'.</p> <p><b>Art and DT- Textiles</b><br/>                 Children to design and make their own 'Dolly Peg' slider inspired by the book 'Major Glad, Major Dizzy'.</p>  | <p><b>Context:</b> Victorian Britain - <b>Linked text;</b> 'Major Glad, Major Dizzy' and 'The Dragon Machine'</p>  |
| <p><b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b><br/> <b>Pupils to be assessed against this criteria on INSIGHT.</b></p> <p><b>DT- Construction and materials</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms e.g. levers, sliders, wheels and axles.</li> </ul> <p><b>Art and DT- Textiles</b></p> <ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Beginning to join materials</li> </ul> | <p><b>Artist/architect/designer:</b></p>  | <p>Edward Cartwright</p>   |
|  | <p><b>Equipment &amp; materials:</b><br/>                 (e.g. pencil, charcoal, paint, clay)</p>  | <p>Weaving materials, junk modelling, dolly peg, levers, sliders, wheels, axles, glue, tape, scissors, split pins, Velcro, hole punch, string</p>  |
|  | <p><b>Technique/skills:</b><br/>                 (designing, painting, sculpting, drawing)</p>  <p>The diagram illustrates five different ways to join fabric: 1. Stapling: A stapler is used to join two pieces of fabric. 2. Gluing: A glue stick is used to join two pieces of fabric. 3. Safety pin: A safety pin is used to join two pieces of fabric. 4. Sewing: A needle and thread are used to join two pieces of fabric. 5. Pinning: A pin is used to join two pieces of fabric.</p> | <p><b>Construction and materials:</b><br/>                 Children to explore and use mechanisms e.g. levers, sliders, wheels and axles. Children to explore different ways to join and strengthen materials.</p> <p><b>Textiles:</b><br/>                 Children to begin to use different methods including running stitch to join textiles. Children to explore decorating textiles in different ways e.g. fabric pens, glitter, sequins etc. Children to explore how to join materials and create patterns by paper weaving and plaiting.</p> |
| <p><b>Sketchbook work</b></p> <p>Examples of children's plaiting, weaving and running stitch.<br/>                 Examples of different ways to decorate textiles.<br/>                 Photographs of children strengthening and joining materials in different ways.<br/>                 Photographs of children exploring mechanisms.</p>   | <p><b>DT process</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Start to generate ideas by drawing on their own and other people's experiences.</li> <li>Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>Identify a purpose for what they intend to design and make.</li> <li>Develop their ideas through talk and drawings and label parts.</li> <li>Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul>   |  |

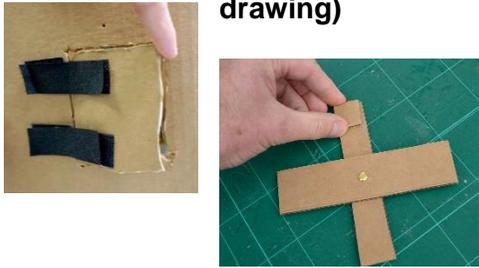
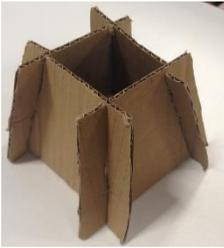
*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2021-2022**

|  |  |  |
|--|--|--|
| <p>using a running stitch.</p> <ul style="list-style-type: none"> <li>• Use plaiting.</li> <li>• Shape textiles using templates.</li> <li>• Decorate textiles using a number of techniques.</li> </ul>       | <p><b>Final piece-</b> Dolly Peg slider- with woven flag/plaited hair</p> <p>Junk model invention that demonstrates strengthening techniques and mechanisms.</p> | <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>• With help measure and cut with some accuracy.</li> <li>• Learn to use hand tools safely and appropriately.</li> <li>• Start to assemble, join and combine materials in order to make a product.</li> <li>• Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> <li>• Start to choose and use appropriate finishing techniques based on own ideas.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work against their design criteria.</li> <li>• Look at a range of existing products explain what they like and dislike about products and why.</li> <li>• Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul> |
| <p><b>Language:</b><br/> <b>Textiles-</b> running stitch, needle, thread, weaving, plait, loom<br/> <b>Constructions and materials-</b> levers, sliders, wheels, axles, strengthening, assemble, joining</p> |  |  |

|  |  |  |
|--|--|--|
| <p><b>Spring 2</b></p>   | <p><b>Art- Drawing</b><br/>         Children to sketch buildings/ factory scenes inspired by Victorian times.</p>  | <p><b>Context:</b> Victorian Britain - <b>Linked text;</b> ‘Major Glad, Major Dizzy’ and ‘The Dragon Machine’</p>  |
| <p><b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b><br/> <b>Pupils to be assessed against this criteria on INSIGHT.</b></p> <p><b>Art- Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different shades by using coloured pastels.</li> </ul> | <p><b>Artist/architect/designer:</b></p>   | <p>L.S Lowry</p>   |
|  | <p><b>Equipment &amp; materials:</b><br/> <b>(e.g. pencil, charcoal, paint, clay)</b></p>  | <p>Pastels, charcoal, sketching pencils</p>  |
|  | <p><b>Technique/skills:</b><br/> <b>(designing, painting, sculpting, drawing)</b></p>  <p style="text-align: center;"><i>Shading Technique</i></p> <p><i>Practice the above strokes keeping their weight and relative distances. Whether you are right- or left-handed, this will prove excellent practice for future work.</i></p>  <p><i>Now keep your lines closer together melting them into flat tints and graded ones, as illustrated, above. Practice this shading until proficient in control of the pencil and its pressure thus varying the required tints.</i></p>  <p><i>Sharpen the lead of a BBB pencil to resemble a chisel and wear down the lead smooth for broad strokes. The pencil will then prove practical and effective for sketching. It will help to vary the width of strokes, thus lending interest to the drawing. The foreground can usually be treated with broader and darker strokes and the distance made lighter.</i></p>  | <p><b>Drawing:</b><br/>         Children to experiment with drawing lines of different sizes and thickness.<br/>         Children to practise creating pattern and texture by adding dots and lines.<br/>         Children to practise using pastels to create different shades.</p>  |
|  | <p><b>Sketchbook work</b><br/>         Examples of children experimenting with using different thicknesses of lines and dots to shade.<br/>         Example of using pastels to create different shades.<br/> <b>Final piece-</b> Victorian artwork inspired by Lowry and trip to Quarry Bank Mill (evidenced in sketch books / classroom display).</p>  | <p><b>DT process- N/A Art focus this half term</b></p>   |
| <p><b>Language:</b><br/> <b>Drawing-</b> line, shading, pattern, pastels, blending, pressure, thickness, hb, charcoal</p>  |  |  |

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2021-2022**

|  |   |  |
|--|---|--|
| <b>Summer 1</b>  | <b>Art- Painting</b><br>Children to create a watercolour painting inspired by nature.   | <b>Context:</b> De-forestation/environment- <b>Linked text;</b> The Last Wolf  |
| <b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b><br><b>Pupils to be assessed against this criteria on INSIGHT.</b><br><br><b>Art- Painting</b> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> | <b>Artist/architect/designer:</b>   | Monet  |
|  | <b>Equipment &amp; materials:</b> (e.g. pencil, charcoal, paint, clay)  | Brushes, watercolours, sketching pencils   |
|  | <b>Technique/skills:</b> (designing, painting, sculpting, drawing)<br> | <b>Painting:</b><br>Children to explore how adding more/less water impacts the shades of watercolour paints.<br>Children to experiment with using different thicknesses of brushes and different brush strokes.<br>Children to experiment with adding white and black to paint to create tints and tones.<br> |
| <b>Sketchbook work</b><br>Examples of children experimenting with different brush strokes and thicknesses of brushes.<br>Colour wheel of different shades of colours.<br><b>Final piece-</b> Large scale watercolour work inspired by Monet.   | <b>DT process- N/A Art focus this half term</b>   |  |
|  | <b>Language:</b><br><b>Painting-</b> light, dark, tint, tone, watercolour, mix, colour wheel, shade, stroke, brush                                      |  |

|   |  |   |
|---|--|---|
| <p><b>Summer 2</b></p>  | <p><b>DT- Materials, Art- Sculpture</b><br/>         Children to design and make a model of a bridge inspired by their visit to Menai.<br/>         Class competition: Which bridge can hold the most weight?</p>  | <p><b>Context:</b> Menai residential- <b>Linked text; N/A</b></p>   |
| <p><b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b><br/> <b>Pupils to be assessed against this criteria on INSIGHT.</b></p> <p><b>DT- Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Begin to measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul> | <p><b>Artist/architect/designer:</b></p>   | <p>Isambard Kingdom Brunel</p>  |
|   | <p><b>Equipment &amp; materials:</b><br/>         (e.g. pencil, charcoal, paint, clay)</p>   | <p>Junk materials, cardboard, glue, scissors, Velcro, tape</p>  |
|   | <p><b>Technique/skills:</b><br/>         (designing, painting, sculpting, drawing)</p>    | <p><b>Construction and materials:</b><br/>         Practise measuring in cm using a ruler and start to mark lengths with increasing accuracy.</p> <p>Practise joining materials in different ways e.g. hinges, folds etc.</p> <p><b>Sculpture:</b><br/>         Children to explore using a variety of materials to make a strong structure.<br/>         Children to explore ways to strengthen structures (building on invention project from last time).</p>  |
| <p><b>Sketchbook work</b></p> <p>Photos of children marking out, measuring and joining materials in a variety of ways.<br/>         Photos of children experimenting with different ways to strengthen structures.</p> <p><b>Final piece-</b> Children to design and make a model of their own bridge.</p>  | <p><b>DT process</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Start to generate ideas by drawing on their own and other people's experiences.</li> <li>• Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>• Identify a purpose for what they intend to design and make.</li> <li>• Develop their ideas through talk and drawings and label parts.</li> <li>• Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> |   |

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW 2021-2022**

- Begin to select tools and materials; use correct vocabulary to name and describe them.
- With help measure and cut with some accuracy.
- Learn to use hand tools safely and appropriately.
- Start to assemble, join and combine materials in order to make a product.

**Review**

- Evaluate their work against their design criteria.
- Look at a range of existing products explain what they like and dislike about products and why.
- Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.

**Language:**

**Materials and sculpture-** levers, sliders, wheels, axles, strengthening, assemble, joining, hinge, flap