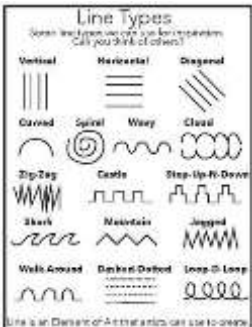



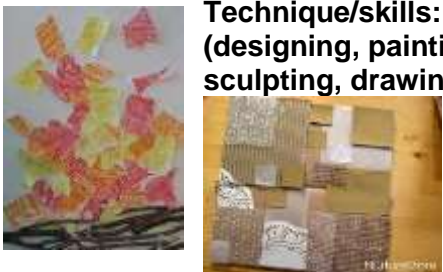

**KS1 Cycle B**

<b>Autumn 1</b>	<b>Art- Drawing</b> Children to draw a cold landscape scene inspired by the book 'Lost and Found'. <b>DT- Food</b> Children to make a healthy smoothie.	<b>Context:</b> Antarctic creations- <b>Linked text;</b> Lost and Found
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art- Drawing Y1</b> <ul style="list-style-type: none"> <li>Draw lines of different lengths and directions.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <b>Y2</b> <ul style="list-style-type: none"> <li>Show pattern and texture by adding dots and lines</li> <li>Show different shades by using coloured pastels</li> </ul> <b>DT- Food</b> <ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> </ul>	<b>Artist/architect/designer:</b>	Kandinsky
	<b>Equipment &amp; materials: (e.g. pencil, charcoal, paint, clay)</b>	Sketching pencils, coloured pencils, sketchbooks Smoothie ingredients, blender, chopping boards, safe knives, graters, peelers, cups
	<b>Technique/skills: (designing, painting, sculpting, drawing)</b>  	<b>Drawing:</b> Children to experiment with drawing different lines e.g. shorter, longer, straight, wavy etc. Children to apply different amounts of pressure when using coloured pencils to create different tones.  <b>Food:</b> Children to hold kitchen equipment such as knives correctly and safely. Children to recognise the importance of washing hands and sanitising surfaces when assembling food. Children to be taught how to peel, grate and cut.
	<b>Sketchbook work</b>  Children to experiment with drawing different lines. Children to experiment with creating different tones by varying the amount of pressure they use. Children to practise drawing features of their landscape and trailing their newly learnt skills. <ul style="list-style-type: none"> <li><b>Final piece-</b> Create an Arctic landscape using cold colours.</li> </ul>	<b>DT process</b>  <b>Design</b> <ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas</li> <li>Suggest ideas and explain what they are going to do</li> <li>Identify a target group for what they intend to design and make</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select and use appropriate fruit and vegetables, processes and tools</li> <li>Use basic food handling, hygienic practices and personal hygiene</li> </ul>

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<ul style="list-style-type: none"> <li>• Begin to assemble ingredients.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Cut, peel and grate ingredients safely and hygienically</li> <li>• Measure or weigh using measuring cups or electronic scales</li> <li>• Independently assemble ingredients</li> </ul>		<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul> <p><b>Language:</b>  <b>Drawing-</b> colour, lines, tones, light, dark, circles, landscape, arctic, cold, Kandinsky  <b>Food-</b> cut, peel, grate, safety, prepare, assemble, recipe, instructions, ingredients</p>
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<b>Autumn 2</b>	<b>Art- Collage</b> Children to create a collage of flames and silhouettes in response to learning about the 'Great Fire of London'.	<b>Context:</b> Great Fire of London- <b>Linked text;</b> N/A
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art- collage Y1</b> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Begin to sort and arrange materials effectively.</li> <li>• Mix materials to create texture.</li> </ul> <b>Y2</b> <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>	<b>Artist/architect/designer:</b> Rita Greer	Rita Greer
	<b>Equipment &amp; materials:</b> (e.g. pencil, charcoal, paint, clay)	Collage materials, glue, chalk, black paper, sketchbooks
	 <b>Technique/skills:</b> (designing, painting, sculpting, drawing)	<b>Collage:</b> Children to experiment with different ways of manipulating collage materials e.g. cutting, ripping, scrunching, tearing etc. Children to experiment with arranging material of different shapes, sizes and textures for effect. Children to manipulate/mix materials to create different textures.
	<b><u>Sketchbook work</u></b>  Children to create examples of different ways to manipulate/mix collage materials.  Children to arrange materials in different ways to create different effects.  <b>Final piece-</b> Create a 'Great Fire of London' picture as inspired by Rita Greer, using tissue paper, collage materials and black paper/pastels for silhouettes of the buildings. 	<b><u>DT process- N/A art focus this half term</u></b>

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	<b>Language:</b> <b>Collage-</b> chalks, silhouettes, collage, sparks, flames, rip, tear, scrunch, materials. texture, layers
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<b>Spring 1</b>	<b>Art and DT- Materials and Printing</b> Children to make a mask for the African Museum inspired by the book 'The Lion Inside'.	<b>Context:</b> Africa - <b>Linked text;</b> The lion Inside
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>DT- Materials Y1</b> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided.</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> </ul> <b>Y2</b> <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> </ul>	<b>Artist/architect/designer:</b>	Paul Klee
	<b>Equipment &amp; materials: (e.g. pencil, charcoal, paint, clay)</b>	Pencil, a range of craft materials (masks), vibrant coloured paints (African designs), printing tiles/clay/potatoes, rollers, printing ink
	<b>Technique/skills: (designing, painting, sculpting, drawing)</b>	<b>Materials:</b> Children to hold scissors safely and cut along lines with increasing accuracy. Children to experiment with different cutting and shaping techniques.
	<b><u>Sketchbook work</u></b>  Children to create examples of different ways to cut and shape materials e.g. tearing, cutting, folding, curling.  <b>Final piece-</b> Create and African landscape in the style of Paul Klee- printing on paper to recreate a painting- using sponges/fruit or veg/polystyrene tiles.	<b><u>DT process</u></b>  <b>Design</b> <ul style="list-style-type: none"> <li>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>Start to suggest ideas and explain what they are going to do.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Begin to develop their ideas through talk and drawings. Make templates and mock-ups of their ideas on card and paper or using ICT.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Make their design using appropriate techniques</li> <li>Begin to use simple finishing techniques to improve the appearance of their product.</li> </ul> <b>Review</b>

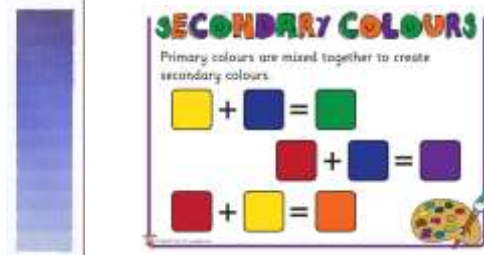
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<ul style="list-style-type: none"> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>	 <p>African masks</p>	<ul style="list-style-type: none"> <li>• Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> </ul>
<p><b>Art- Printing Y1 and Y2</b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<p><b>Language:</b>  <b>Printing-</b> rollers, spreaders, print, design, print surface, draw, cut out, surface, relief print (potato cutting), ink, shape, clay, tile</p>	
<p><b>Spring 2</b></p>	<p><b>Art and DT- Sculpture</b>            Children to make a 'dinosaur' fossil for the dinosaur museum inspired by the book 'The Mysterious Case of the Missing Mammoth'.</p>	<p><b>Context:</b> Dinosaur fossils - <b>Linked text;</b> The Mysterious Case of the Missing Mammoth</p>
	<p><b>Artist/architect/designer:</b></p>	<p>Edward Lear</p>

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<p><b>Assessment criteria</b> (taken from the NC documents for BOTH art and DT):</p> <p><b>Art- Sculpture Y1</b></p> <ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p><b>Y2</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>Equipment &amp; materials:</b> (e.g. pencil, charcoal, paint, clay)</p>	<p>Graphite, salt dough</p>
	<p><b>Technique/skills:</b> (designing, painting, sculpting, drawing)</p> 	<p><b>Sculpture:</b> Children to manipulate salt dough by creating lines and texture. Children to create sculptures by experimenting by rolling, cutting, moulding and carving.</p>
	<p><b><u>Sketchbook work</u></b></p> <p>Photographs of children creating lines and texture. Photographs of children experimenting with rolling, cutting, moulding and carving.</p> <p><b>Final piece-</b> Observational drawings of Ammonites and dinosaur silhouettes and Modroc ammonites</p> 	<p><b><u>DT process</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>• Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>• Begin to develop their ideas through talk and drawings. 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>• Make their design using appropriate techniques</li> <li>• Begin to use simple finishing techniques to improve the appearance of their product.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>
	<p><b>Language:</b> <b>Sculpture-</b> fossils, ammonite, modroc, swirl, line, circle, sketch, blending, rolling, cutting, moulding, carving</p>	
<p><b>Summer 1</b></p>	<p><b>Art- Painting</b> Children to create a starry night/space scene inspired by the book 'Toys in Space'.</p> <p><b>DT- Materials</b> Puppets and moving pictures</p>	<p><b>Context:</b> Cityscapes- <b>Linked text;</b> Toys in Space (looking up at the stars)</p>

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	Create a moving picture to depict the story of 'Toys in Space' and to create a new alien friend for Hootopize.	
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art- Painting Y1</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.</li> </ul> <b>Y2</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>DT- Materials Y1</b> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided.</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing,</li> </ul>	<b>Artist/architect/designer:</b>	Vincent Van Gough- A Starry Night
	<b>Equipment &amp; materials: (e.g. pencil, charcoal, paint, clay)</b>	Thick and thin brushes, primary coloured paints, sketchbooks
	<b>Technique/skills: (designing, painting, sculpting, drawing)</b> 	<b>Painting:</b> Children to experiment with mixing primary colours to create secondary colours. Children to explore how to use thinner/thicker brushes to create different strokes/effects. (Talk about brush care) Children to experiment with adding white paint to create tints.
	<b>Sketchbook work</b>  <b>Children to experiment with different brush strokes.</b>  <b>Children to demonstrate how to mix primary colours.</b>  <b>Children to make a tint spectrum.</b>  <b>Final piece-</b> Create a Night time city scape based on 'Starry Night' by Vincent Van Gogh. Alien Puppet and Moving pictures.	<b>DT process</b>  <b>Design</b> <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> <b>Make</b> <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> </ul>




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<p>cutting, folding and curling).</p> <p><b>Y2</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>		<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> <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>  <b>Painting-</b> colour, line, blending, swirls, light, dark, tint, primary colour, secondary colour, stroke, bristles  <b>Puppets-</b> design, evaluate, cut, stick</p>
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<b>Summer 2</b>	<b>Art and DT- Printing and sculpture</b> Children to look for shapes and patterns within buildings and homes to inspire their own printed wall/mural. Children to create their own tiles using clay.	<b>Context:</b> Houses and homes- <b>Linked text;</b> Goldilocks and the One Bear
<b>Assessment criteria (taken from the NC documents for BOTH art and DT):</b>  <b>Art- Sculpture Y1</b> <ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <b>Y2</b> <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> </ul>	<b>Artist/architect/designer:</b>	N/A
	<b>Equipment &amp; materials:</b> (e.g. pencil, charcoal, paint, clay)	Crayons, shapes, cardboard, vegetables, sponges, material, paint
	<b>Technique/skills:</b> (designing, painting, sculpting, drawing)  	<b>Sculpting:</b> Children to manipulate clay by creating lines and texture. Children to create mural tiles by experimenting by rolling, cutting, moulding and carving.
	<u><b>Sketchbooks work</b></u>  Children to experiment with rubbing, rolling and stamping to create different printing patterns.  Children to make a variety of stamps with different patterns on.  <b>Final piece-</b> Create a school tile for a mural based on the local area and school.	<u><b>DT process</b></u>  <b>Design</b> <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> <b>Make</b> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>

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<ul style="list-style-type: none"> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>		<ul style="list-style-type: none"> <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>  <b>Sculpting-</b> pattern, shape, murals, rubbings, roll, rub, stamp, repeated pattern</p>	