
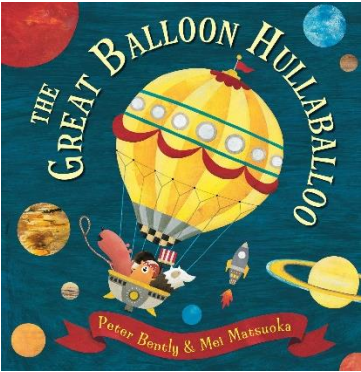


Curriculum Coherence	Year 1 Art and DT	
Autumn	Transport – Resistant Materials	
<b>Values: Respect, understanding, kindness,</b>		
<b>Prior learning/First steps:</b> Chn would have experimented with using scissors to cut card. They will be able to construct basic folds in paper and card. They would have used glue to stick items on to paper/card.		
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Chn find out what a hot air balloon is and its purpose.</li> <li>-Chn understand the process of research, explore, experiment, design and evaluate.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Chn to explore hot air balloons, what they are and how they work.</li> <li>-Chn to design their own hot air balloon that they will make.</li> <li>-Chn to test out different materials they could use for their hot air balloon.</li> <li>-Chn to make their hot air balloon model.</li> <li>-Chn to evaluate WWW and EBI.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></p> <ul style="list-style-type: none"> <li>-What hot air balloons are, and how they work.</li> </ul> <p><b>will be able to</b></p> <ul style="list-style-type: none"> <li>-Design and make a hot air balloon model using paper and cardboard.</li> <li>-Choose appropriate colours and design.</li> <li>- Use scissors and glue safely with increasing accuracy.</li> </ul> <p><b>will understand</b></p> <ul style="list-style-type: none"> <li>-The project process (research, explore, design, make and evaluate).</li> </ul>
<p><b>VOCABULARY</b></p> <p>Handling, feeling, constructing, building, designing, making, evaluating, joining, the names of the colours, stick, construct, construction, vehicle</p> <p><b>KEY ARTISTS</b></p> <p>Henry Moore, Barbara Hepworth, Andy Goldsworthy</p>	<p><b>READING OPPORTUNITIES</b></p> 	<p><b>NC OBJECTIVES:</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</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> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made</li> </ul>

		<p>stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Construct a model.</li> <li>• Use materials to make known objects for a purpose.</li> <li>• Choose colours and design.</li> <li>• Make simple joins.</li> <li>• Evaluate their work saying WWW and EBI.</li> <li>• Use scissors and glue safely with increasing accuracy.</li> </ul>	<p><b>CHALLENGE:</b> Chn to construct their hot air balloons but trying to cut out more than balloon at a time. They could draw their own template. They could explore which materials would be best to use for their product.</p> <p><b>SUPPORT:</b> Use 'support' scissors (e.g. looped scissors) to help cutting out. Materials given to them. Adult support with constructing.</p> <p><b>ASSESSMENT OPPORTUNITIES:</b> Are the chn able to create a realistic design? Can they explain why their balloon model looks how it should? Are pupils able to use scissors safely and correctly? Can pupils construct their model correctly so it can stay together?</p>	<p><b>NEXT STEPS IN LEARNING</b></p> <ul style="list-style-type: none"> <li>- Chn will continue to work on their fine motor skills.</li> <li>-Awareness of natural and man-made forms.</li> <li>-More detailed decorative techniques.</li> <li>-Replicate patterns and textures in 3D form.</li> <li>-Appreciate the work of other sculptors.</li> </ul> <p><b>PREPARATION FOR ADULTHOOD:</b> Chn will understand different modes of transport and their uses. Chn will learn about different materials and how their properties could be utilized. Chn will use trial and error, experiment, assess and evaluate throughout this process – they will gain resilience and learn to keep experiment and trying new things. Chn are able to follow a basic brief/task.</p>
<p><b>LINKS</b></p> <p>Science – gravity. Experimenting with materials. Topic – Transport Provision – Opportunities for drawing, sketching, painting, and using a range of materials/mediums throughout carousel of activities.</p>		
<p><b>SMSC</b></p> <p><b>Spiritual</b> – Explore creativity through product design · Explore emotions through design development · Reflection time to access own ideas · Use imagination in individual work and group work · Appreciation of beauty through discovery of materials and design</p> <p><b>Moral</b> – Encourage respect for others and their work · Work cooperatively · Encourage respect in classroom environment · Encourage respect for equipment · Promote trust · Encourage sustainability through recycling and Upcycling</p> <p><b>Social</b> – Promote a sense of community · Encourage independence and self-respect · Celebrate success with displays and exhibitions · Encourage group/class discussion · Promote group work and accept roles within a group</p> <p><b>Cultural</b> - Appreciate how culture influences design · Explore a range of materials and equipment used by different cultures · Gain inspiration though visiting exhibitions · Respect diversity of cultural values and beliefs</p>		