
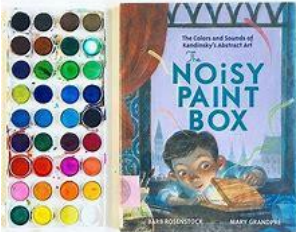
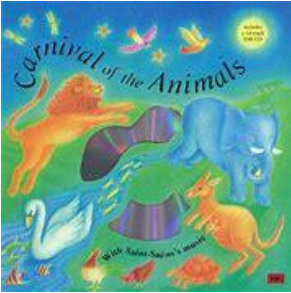
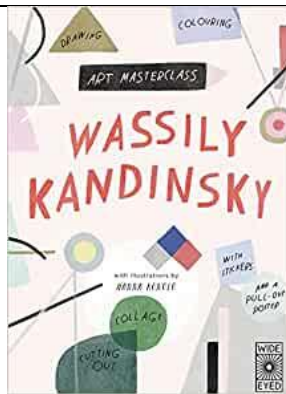


Curriculum Coherence	Year 1 Art and DT	
Summer	Art Skills, Sculpture and Textiles	
<b>Values:</b> friendship, understanding, tolerance, quality		
<b>Prior Learning/first steps:</b> In EYFS, chn would have explored a range of materials and learning basic sewing stitches (running stitch)		
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-Pupils become familiar with artists work of Franz Marc, Kandinsky.</li> <li>-Use the music of classical composers to inspire their artwork.</li> <li>-Observe patterns</li> <li>-Name the colours</li> <li>-Observe anatomy (faces, limbs, animals)</li> <li>-How textiles and fabrics can make things.</li> <li>-Sort according to specific qualities.</li> <li>-Chn will know what collage is.</li> <li>-Chn will know what a puppet is and how it is used.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Chn attempt to draw a horse inspired by Franz Marc.</li> <li>-Chn follow instructions of how to draw a horse by focusing on lines, shapes, angles and proportion.</li> <li>-Chn choose appropriate coloured backgrounds to create a Franz Marc style of art using pastels or paints.</li> <li>-Chn create collage portraying emotions using colours, texture and shape.</li> <li>-Chn use listen to Carnival of the Animals and create artwork according to their emotions and feelings.</li> <li>-Chn create a collage for a fairytale setting by attaching materials and fabrics of different colours and textures.</li> <li>-Chn to add a range of textures (using materials and fabrics). Attach using glue.</li> <li>-Chn to use running stitch to create patterns.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></p> <p>Chn will be familiar with Franz Marc and Kandinsky.</p> <p><b>will be able to</b></p> <ul style="list-style-type: none"> <li>-Sketch a realistic looking horse using their knowledge of lines/shapes.</li> <li>-Choose appropriate colour choices for their own artwork.</li> <li>-Improve their pastel and paint skills.</li> <li>Improve their fine motor control using paintbrushes.</li> <li>-Create a collage.</li> </ul> <p><b>will understand</b></p> <p>How artists create their work.</p> <p>How to creatively design a piece of artwork based on familiar artists.</p>
<p><b>VOCABULARY</b></p> <p>Lines, blank space, primary colours, angles, proportion, oil pastels, bright and dark colours, contrast, emotion, collage, shape, shading and texture, Impressionism, weaving, running stitch</p> <p><b>KEY ARTISTS</b></p> <p>Kandinsky, Franz Marc, Claude Monet, Camille Saint-Saens (composer)</p>	<p><b>READING OPPORTUNITIES</b></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 skill.</li> <li>-Chn will learn to mix colour choices and understand complimentary/contrasting colours.</li> <li>-Chn will learn about a range of different artists.</li> <li>-Chn to complete simple applique.</li> <li>-Chn to explore other stitches (e.g. over stitch).</li> </ul> <p><b>NC OBJECTIVES:</b></p> <p>DT</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>



- select from and use a range of tools and equipment to perform practical 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

**ART**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- to use drawing, painting and sculpture 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
- 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.

**PREPARATION FOR ADULTHOOD:**

As adults, these chn will have basic sewing knowledge.

They 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 can follow a basic brief/task.

**SKILLS**

- Understanding choice of colours.
- Practising sketching skills.
- Trial and error – chn improve their work by completing several attempts.
- How textiles and fabrics can make things.

**CHALLENGE:**

Chn could create a puppet of a fairytale character to act with in front of their setting collage. They could practice sewing two pieces of fabric together using a stitch. Chn could begin to add shading to make drawings look 3D.

**SUPPORT:**

Encourage and guide appropriate colour choices.

<ul style="list-style-type: none"> <li>Sort according to specific qualities.</li> <li>Learn running stitch.</li> <li>To use large eyed-needles safely.</li> </ul>	<p><b>ASSESSMENT OPPORTUNITIES</b></p> <p>Are chn able to make appropriate designs?  Can they follow a brief?  Can chn make a product that is fit for purpose?  Are chn able to reflect and evaluate throughout the process?  Can chn use equipment correctly and safely?</p>	
---	---	--

**LINKS**

Science – animal/habitats and colours e.g. camouflage. Sort objects according to specific qualities.  
Maths – lines and blank spaces  
Music – Carnival of the Animals  
PSCHE – Emotional awareness and portrayal

**SMSC**

**Spiritual** – 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  
**Moral** – 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  
**Social** – 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  
**Cultural** - 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