


Curriculum Coherence – Year 2 Art and DT



Spring
Great Fire of London – Resistant Materials
Titanic - Food Technology

Values: understanding, tolerance, quality

Prior Learning/first steps: Chn have followed basic recipes with support, without using a heat source. In Autumn term, chn have explored colours and shading.

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>-Chn offer opinions on artists' work.</p> <p>-Chn explain colour usage and colour choice to portray emotions.</p> <p>-Chn explore houses of London in 1666 and compare them to modern houses.</p> <p>-Chn understand how structures (e.g. houses) are made.</p> <p>-Chn to be able group foods in The Eatwell Plate.</p>	<p>ACTIVITIES</p> <p>- Chn analyse paintings of GFoL.</p> <p>-Chn replicate GFoL paintings focusing on shading/colour matching.</p> <p>-Chn to explore a range of art mediums (oil pastels, pencil crayons, water colours).</p> <p>-Chn to create their own model house suitable for the GFoL era. (In groups if necessary).</p> <p>-Chn evaluate suggesting what went well and what could be improved.</p> <p>-Chn make their own afternoon tea for the Titanic (finger sandwiches and scones).</p> <p>-Chn to discuss which ingredients they will need.</p> <p>- Chn to be able to grate, cut and peel food safely.</p> <p>-Chn to use kitchenware safely.</p> <p>-Chn to be able to prepare simple dishes safely without using a heat source.</p> <p>-Chn to measure or weigh using cups or scales.</p>	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>How emotions can be represented using colour and pattern.</p> <p>How houses were structured.</p> <p>The similarities and differences between houses from 1666 compared to modern houses.</p> <p>How to use equipment to construct houses.</p> <p>will be able to</p> <p>Explore and extend their practice of using a range of art mediums.</p> <p>Demonstrate a range of joining techniques such as gluing, taping or creating hinges.</p> <p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.</p> <p>Grate, cut and peel food safely.</p> <p>Measure or weigh using cups or scales.</p> <p>Use kitchenware safely.</p> <p>will understand</p> <p>How to evaluate what has worked well and how it could be improved.</p>
<p>VOCABULARY</p> <p>Blending, shading, proportion, emotion, replication, accuracy, texture</p> <p>Cut, grate, peel, slice, knife, Eatwell plate, weigh, cups, measure</p> <p>KEY ARTISTS</p> <p>Lieve Vershuier, Monet, Chagall, Ben Moseley, Van Gogh</p>	<p>READING OPPORTUNITIES</p> 	<p>NC LINKS:</p> <p>Food Technology:</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p>Art:</p> <p>Pupils should be taught:</p>

		<ul style="list-style-type: none"> • 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.
<p>SKILLS</p> <ul style="list-style-type: none"> • Analyse pictures of Fire of London. • Analyse buildings in 1666. • Design house model, considering the main features of these buildings. • Know how to join materials together (using gluing, taping and making hinges). • Evaluate their work. • Group foods into five groups in the Eatwell Plate. • Cut, grate, peel ingredients safely. • Prepare simple dishes safely and hygienically – without using a heat source. • Measure or weigh using cups or electronic scales. 	<p>CHALLENGE:</p> <p>Chn to explore how to make working window shutters and doors on their house model.</p> <p>Chn to add décor or furnishings (appropriate to the time) to the inside of their models.</p> <p>Chn to use a heat source when baking to make cakes/scones.</p> <p>Chn to suggest meal options and different courses. They could begin to discuss allergy options and how they might cater for a range of diet options.</p> <p>SUPPORT:</p> <p>Chn with fine motor difficulties might need adult support for gluing, taping or using scissors.</p> <p>ASSESSMENT OPPORTUNITIES</p> <p>Are chn able to take ideas from history and recreate their own houses accurately?</p> <p>Can chn use equipment correctly and safely?</p>	<p>NEXT STEPS IN LEARNING</p> <p>-Chn will use different types of paintbrushes.</p> <p>-Chn will try colour mixing.</p> <p>-Chn will be able to follow a basic recipe.</p> <p>-Chn will select appropriate tools to safely cut food.</p> <p>PREPARATION FOR ADULTHOOD:</p> <p>Chn can make informed decisions about food choices. They will develop a healthy relationship with food.</p> <p>Chn can understand which colours work well together. Chn can appreciate artwork and how it is created and how it can affect mood and environment.</p> <p>Chn can appreciate how houses are made, have changed throughout history and what the features they might like to have in their future house.</p>
<p>LINKS</p> <p>History – GFoL and Titanic topics. Comparing houses and architecture from different time periods. PSCHE – Emotions, healthy eating Forest School – shading of trees/nature/leaves Maths – 3D shapes and nets Science – STEM</p>		
<p>SMSC</p> <p>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</p>		

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 through visiting exhibitions · Respect diversity of cultural values and beliefs