




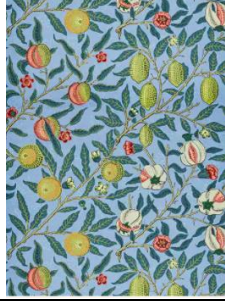




Year 1 – Art and DT LTP

Topics	Autumn 1 Busy Bodies	Autumn 2 Out of This World	Spring 1 Once Upon a Time	Spring 2 Plant it, Grow it, Eat it	Summer 1 Amazing Creatures	Summer 2 A Life on the Ocean Waves
Key texts	Ruby's Worries My Five Little Senses Autumn poems	A Dark, Dark Tale The Dark Orion and the Dark Beegu Owl Babies Aliens Love Underpants	Goldilocks and the Three Bears Billy Goats Gruff The Story Tree Cinderella	Growing Plants The Tiny Seed Jack and the Beanstalk Doing the Garden Stanley's stick	The Great Pet Sale Poems Amazing Animals Tens Things I can do to Help my World	The Snail and the Whale The Gruffalo Yo Ho Ho The Night Pirates
NC strand Art	Drawing Painting and printing	3D – including collage and texture Drawing and painting	Drawing Mixed media	Painting and printing		
NC strand DT			Technical knowledge - Mechanisms and structures	Food	Technical knowledge - Mechanisms and structures	Textiles
Coverage	<p>Create artwork inspired by the seasons inspired by Eloise Renouf</p> <ul style="list-style-type: none"> - Observing trees outside - Sketching what they see - Create printed paper with different tones for each season or just for autumn - Then cut these into round 'shapes' - Draw different trees/leaves 	<p>Clay owls -look at the shape of an owl - experiment with different lines - discuss what shapes can be seen -draw an owl in 2D -look at clay techniques -create 3D owls</p> 	<p>Andy Warhol -create artwork based on a wanted poster for Goldilocks in style of Andy Warhol -collect drawings of Goldilocks in sketch books -use different mediums e.g. pastels, chalk -draw pictures of fairytale characters – use chalks/pastels to add colour detail -create background – mixing paint to create different colours</p> 	<p>William Morris -explore/use different brush sizes and paper sizes to paint/draw plants they observe -link to their science work and WM – identify plants and flowers -design a tile to print with -create tile on polystyrene</p>	<p>Levers and sliders -show them a scenario – a toy that has stopped working -give them a question -chn plan and design based on an animal -chn think of what materials they need to make the toy -create the toy that has a slider or lever -practice making levers or sliders -evaluate</p> <p>Levers can be used with or without a sl</p>  <p>A card strip is used as a lever. The fish and boat are glued to the lever which is used as a handle.</p>	<p>Ocean weaving -look at images of the ocean/artists paintings and discuss what can be seen -chn to observe and design their own textile using weaving techniques -discuss ways to attach material/fabric together -learn weaving techniques using paper to start with -create textile using weaving</p>

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	<p>onto the shapes</p> <ul style="list-style-type: none"> - Create backgrounds - Stick the trees onto the background  <p>- overlapping or not</p>		<p>A new chair</p> <ul style="list-style-type: none"> -create a new chair for one of the three bears - must be strong to hold – a toy bear? -what structure is the strongest? -how can you make it stronger? -design -make -evaluate 	<p>-create repeated pattern</p>  <p>Plant and eat</p> <ul style="list-style-type: none"> -plant seeds – cress -science link – seed growing -make an egg and cress sandwich using their cress -evaluate their sandwich -wash hands, being hygienic <p>How to Make an Egg and Cress Sandwich</p> 		<p>-put whole class textile together</p> 
<p>Skills Art</p>	<p>I can create a mood in art work I can ask questions about a piece of art. I can mix secondary colours and shades using different types of paint. I can use different brush sizes and types.</p>	<p>I can identify shape and use different lines in my work I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. I can explore sculpture with a range of malleable</p>	<p>I can use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media . I can use a sketchbook to gather and collect artwork. I can begin to explore the use of line, shape and colour.</p>	<p>I can make marks in print with a variety of objects, including natural and made objects. I can carry out different printing techniques e.g. mono print, block, relief and resist printing. I can make rubbings.</p>		

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	<p>Describe what they think and feel about the work of a chosen artist, sculptor, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.</p>	<p>media, especially clay. I can explore shape and form. I can create a mood in art work I can ask questions about a piece of art. I can describe a piece of art. I can mix secondary colours and shades using different types of paint. I can use different brush sizes and types. I can work on different scales. I can identify shape and use different lines in my work</p>		<p>I can build a repeating pattern and recognise pattern in the environment. Describe what they think and feel about the work of a chosen artist, sculptor, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.</p>		
Skills DT			<p>I can use and explore a variety of materials, tools and techniques experimenting with design, form and function I can test and experiment with structures to make them stronger</p>	<p>I can cut food safely I can describe the texture of foods I can wash my hands and make sure that surfaces are clean I can think of interesting ways of decorating food they have made, eg, cakes</p>	<p>I can use and explore a variety of materials, tools and techniques experimenting with design, form and function I can test and experiment with structures to make them stronger I can create a slider or lever</p>	<p>I can use and explore a variety of materials, tools and techniques experimenting with design, form and function I can measure, cut and join textiles I can choose suitable textiles</p>

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Art	Throughout year 1 children should have the opportunity to: I can describe some of the art and design techniques I have used in my work, e.g. painting, collage, printing, drawing and sculpture. I can talk about the features I like in my own work and in the work of others. I can talk about what I might change in my own work.
DT	Throughout year 1 children should have the opportunity to: I can they think of some of my own ideas. I can they explain what I want to do. I can use pictures and words to plan. I can describe how something works I can talk about my own work and things that other people have done