












Year A Long Term Plan Art and Design and Design Technology YEAR 1

| | Hot and Cold places | | Fire, Fire!! | | Life on the Ocean Wave | |
|---------------------|--|--|---|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Skills to be taught | <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> · Mix and match colours to artefacts and objects. · Work on different scales. · Mix secondary colours and shades · using different types of paint. · Create different textures e.g. use of sawdust. | <ul style="list-style-type: none"> • Using a template to create a design for a puppet <p>Cutting fabric neatly with scissors</p> <ul style="list-style-type: none"> • Using joining methods to decorate a puppet • Sequencing steps for construction • Reflecting on a finished product, explaining likes and dislikes <p>Learning different ways in which to join fabrics together: pinning, stapling, gluing</p> | <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> · Use a sketchbook to gather and collect artwork. · Begin to explore the use of line, shape and colour | <ul style="list-style-type: none"> • Identifying what mechanism makes a toy or vehicle roll forwards • Learning that for a wheel to move it must be attached to an axle • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed <p>Testing mechanisms, identifying what stops wheels from turning, knowing</p> <ul style="list-style-type: none"> • that a wheel needs an axle in order to move <p>Adapting mechanisms</p> <p>Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move</p> <ul style="list-style-type: none"> • Creating clearly labelled drawings which illustrate movement | <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <ul style="list-style-type: none"> · Explore sculpture with a range of malleable media, especially clay. · Experiment with, construct and join recycled, natural and man-made materials. · Explore shape and form. | <p>Chopping fruit and vegetables safely to make a smoothie</p> <ul style="list-style-type: none"> • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow <p>Tasting and evaluating different food combinations</p> <ul style="list-style-type: none"> • Describing appearance, smell and taste • Suggesting information to be included on packaging <p>Understanding the difference between fruits and vegetables</p> <ul style="list-style-type: none"> • Describing and grouping fruits by texture and taste |



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| <p>Final pieces</p> | <p>Art-Painting Ted Harrison</p>  <p>Frances Hatch</p>  | <p>DT- Textiles Making a meerkat/animal puppet related to Meerkat Mail or Handa's surprise.</p>   | <p>Art-Drawing Create own Tudor house with flames to recreate class street on fire.(Pudding Lane)</p>  | <p>DT- wheels and axels Make a fire engine with wheels</p>  | <p>Art- Clay rainbow fish</p>  <p>Under the sea sculpture</p>  | <p>DT- Fruit and Vegetable smoothies</p>  |
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