



## Y2 design technology overview 2019-20 [Textiles; Joseph's Coat; Mechanisms/structures: winding up toy; Textiles: puppets](#)

DT Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Evaluating
						Exploring	Notating	
Responding	<ul style="list-style-type: none"> <li>Discuss observed pieces</li> <li>Follow guidance from tutor (techniques, top-tips)</li> <li>Experiment with own designs, compositions and constructions</li> <li>Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history/origins of artists, designers, craft-makers, architects</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on history/ origins etc and masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b> <a href="#">Unit 2d Textiles: Joseph's Coat (link to RE topic?)</a> video clips of famous masterpieces <ul style="list-style-type: none"> <li>Use a graphics program competently to show realistic ideas for a coat for Joseph</li> <li>Have clear plans for the order of their work; have used materials with care and some accuracy</li> <li>Make a coat that is similar to their original design</li> </ul> RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> <li>Know about great artists, craft makers, designers, architects, engineers</li> <li>Explore sketch books of professional designers. Make comparisons between genres</li> <li>Understand historical and cultural development of design technology</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history of art forms and purpose</li> <li>Understanding how art reflects a community/ culture</li> </ul>	<ul style="list-style-type: none"> <li>Workshops in groups / as a class</li> <li>Presentations to class/assemblies</li> <li>Class, then group/ individual opportunities to create compositions</li> </ul>				
Designing/ Technical knowledge	<ul style="list-style-type: none"> <li>Keep sketch book (creative journal, visual diary)</li> <li>Record observations</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Plan to build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [eg levers, sliders, wheels and axles] in their products</li> <li>Plan/ explore/ experiment with designs</li> <li>Note-take in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities</li> </ul>	<ul style="list-style-type: none"> <li>Understand it keeps their traditions alive</li> <li>Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing)</li> </ul>	<b>TERM2:</b> <a href="#">Unit 2c Mechanisms/structures: winding up toy</a> video clips <ul style="list-style-type: none"> <li>Communicate their ideas clearly and made a model with two or more winding mechanisms; have taken the theme from another poem or story – maybe making one</li> <li>character chase another up and down</li> <li>Connect one mechanism to another so that one turns the other so that it is driven</li> <li>Make judgements about their product in relation to their design idea and suggested improvements to their design</li> </ul> RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden				
Creating	<ul style="list-style-type: none"> <li>Compose own composition/construction following planned design</li> <li>Generate, develop, model</li> <li>Compose in more than medium (food, textile, paper, clay, metal, wood, wire)</li> <li>Select from and use a range of tools and equipment to perform practical tasks [eg 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>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from stimuli</li> </ul>		<ul style="list-style-type: none"> <li>Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected</li> </ul>	<b>TERM3:</b> <a href="#">Unit 2b Textiles: puppets</a> <ul style="list-style-type: none"> <li>Reflect on their own ideas and have worked independently to create their puppet using appropriate techniques to measure, mark out and join the fabric pieces they have selected</li> <li>Add features to their puppet to capture particular characteristics and expressions</li> <li>Identify how well the puppet works in relation to simple design criteria</li> </ul> RE ART DAY WHOLE SCHOOL: Worship: Music instrument			
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>Observe a variety of works, identifying particular elements</li> <li>Observe someone else's chosen design piece</li> <li>Observe and critique other compositions/ constructions</li> <li>Critically evaluate own compositions/ construction against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>						
SMSC	<ul style="list-style-type: none"> <li>Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 DT curriculum</li> <li>Resolve conflicts and differing opinions should these arise</li> <li>Enjoyment and relaxation DT can offer</li> <li>Use of imagination and creativity</li> <li>Reflect on tasks</li> <li>Investigating and offering views on ethical issues in DT studied</li> <li>Opportunities to and willingness to explore and understand DT from a variety of cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Research using given websites and researching finding own information</li> </ul>						