



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

Musical Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Notating	Evaluating
Responding	<ul style="list-style-type: none"> Discuss observed pieces Follow guidance from tutor (techniques, top-tips) Experiment with own designs, compositions and constructions Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding history/origins of artists, designers, craft-makers, architects Understanding history of art forms and purpose Understanding how art reflects a community/culture 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on history/origins etc and masterpieces from masters in their fields 	TERM1: Unit 2d Textiles: Joseph's Coat (link to RE topic?) video clips of famous masterpieces <ul style="list-style-type: none"> Use a graphics program competently to show realistic ideas for a coat for Joseph Have clear plans for the order of their work; have used materials with care and some accuracy Make a coat that is similar to their original design 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"> Know about great artists, craft makers, designers, architects, engineers Explore sketch books of professional designers. Make comparisons between genres Understand historical and cultural development of design technology 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 	<ul style="list-style-type: none"> Understand it keeps their traditions alive Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing) 	<ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/individual opportunities to create compositions 				
Designing/ Technical knowledge	<ul style="list-style-type: none"> Keep sketch book (creative journal, visual diary) Record observations Design purposeful, functional, appealing products for themselves and other users based on design criteria Plan to build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [eg levers, sliders, wheels and axles] in their products Plan/ explore/ experiment with designs Note-take in sketch book 	<ul style="list-style-type: none"> Class/group sketching activities 	<ul style="list-style-type: none"> 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 character chase another up and down Connect one mechanism to another so that one turns the other so that it is driven Make judgements about their product in relation to their design idea and suggested improvements to their design RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden					
Creating	<ul style="list-style-type: none"> Compose own composition/construction following planned design Generate, develop, model Compose in more than medium (food, textile, paper, clay, metal, wood, wire) Select from and use a range of tools and equipment to perform practical tasks [eg cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli 	<ul style="list-style-type: none"> Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected 	TERM3: Unit 2b Textiles: puppets <ul style="list-style-type: none"> 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 Add features to their puppet to capture particular characteristics and expressions Identify how well the puppet works in relation to simple design criteria RE ART DAY WHOLE SCHOOL: Worship: Music instrument				
Critically Observing/ Evaluating	<ul style="list-style-type: none"> Observe a variety of works, identifying particular elements Observe someone else's chosen design piece Observe and critique other compositions/ constructions Critically evaluate own compositions/ construction against design criteria 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Research in pairs or individually according to given briefs wider knowledge of Y2 design technology curriculum Enjoyment and relaxation design technology can offer 	<ul style="list-style-type: none"> Research using given websites and researching finding own information 						