



Art

Medium-term Plan (Year 2)

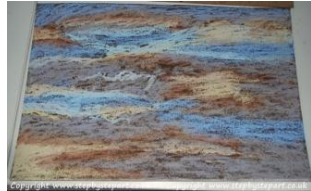
Equipping Children for a World of Possibilities

<u>Year Group</u> Year 2	<u>Term</u> Autumn 1	<u>Unit of Learning</u> Drawing
<u>About the unit</u> Children learn how to use pastels to create tonal effects. They will apply what they have learnt when creating the background / landscape for their piece of artwork.		<u>Where the unit fits in</u> Theme - Dinosaurs Children are learning about dinosaurs and as part of this they will be learning about habitats. They will think about what the earth was like when dinosaurs were around and will consider this when creating their artwork. This unit of work will link with DT and children will use their DT skills to create a moving element to their artwork.
<u>Prior Learning</u> Children had experience of drawing in proportion through completing step by step drawings of minibeasts in Reception and animals in year 1. They have explored various mark making materials such as pastels and the effects they can create in independent learning.	<u>Vocabulary</u> Landscape, foreground, background <u>Materials:</u> Pastel, draw, smudge, blend Art elements focused on when creating the background: Tone - soft, harsh, shade, light, dark Art elements focused on when drawing the dinosaur and landscape features: Line - straight, curved Shape - circular, oval, pointed	<u>Resources</u> Pencil, paper, sketchbooks, pastel, scissors. Images of skies. <u>Key artists, craft makers and designers to consider:</u> Charles Robert Knight
<u>Assessment (By the end of this unit the children will be able to...)</u> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make artwork. • Draw to develop and share ideas, experiences, and imagination. • Line - Use a range of materials to explore and make different types of line (curved, thin, thick, bold, vertical, horizontal, diagonal). • Tone - Create soft and harsh tones in their work. • Shape and form - Produce 2D work in proportion. • Colour - Explore colours for their art work. • Talk about the work of a range of artists, craft makers and designers and make links to my own work. 		
<u>Learning Objective</u> Children will:	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u> Children will have:
Talk about the work of other artists.	Look at examples of digital paleoart. Talk about what can be seen in the foreground and background of the pictures. Talk about the use of light and dark colours and shades.	Observed and discussed the different layers of artwork and the use of tone.
Show their ideas and imagination through exploring tonal pastel effects.	Landscapes. Children decide on what sort of landscape or background they would like for their own dinosaur artwork. What do they want it to show? Do they want it to be a peaceful day time scene or a dramatic sunset? Do they want it to be night time? Will it have trees, rocks, mountain, or volcano shapes in it? Show children images of different skies to help them decide. Look at the images and observe light and dark areas and the different colours and shades of colours that there are. Get children to think about the colours they will need to use to create the effect they have chosen. Tell children that they will create the background and landscape using pastels. Pastels are a great medium in that you can easily cover up mistakes by simply applying another colour over the top and are fun to work with. Different shades of lighter and darker pastels will be needed to create soft and harsh tones in their art work. Choose a sky image to work from to begin with and demonstrate how to use pastels to create the background tonal sky effect.	Developed skills in using pastels and experimented with tone.

Observe where the lighter and darker colours are and apply the lighter colours first to avoid muddying them with the darker colours (lighter colours can be added on top of darker colours later though if needed).

Stage 1 - Application of pastels.

Place all the colours on the paper until around 95% of it is covered with Pastel. Use the side of the pastel if you are covering larger areas so you can cover it quicker. It is not important that it can look untidy at this stage or that there are bits of the paper showing as this will all be covered once the blending has been completed and the appearance is much smoother.



Stage 2 - Blending

Once you have laid down all the Pastel tones, with clean hands begin blending each section individually. You will need to use different fingers for different colours to avoid muddying the colours or cleaning them in between (but make sure they are dry before blending again). How children blend their pastels is a personal preference, but they may find it easier to blend in circular motions.



Stage 3 - Additional detail

Once children have completed their blending, they may wish to go over any grainy areas where the base paper is still showing through. If children do choose to apply more pastels, they may not need to put on as many layers. Grainier paper will take more layers and may need further layers too. Once children have finalised their tonal colours and have achieved a smooth finish, this is the part where the finer detail can be added either with pastel sticks or with pastel pencils. Use a light tone of colour to add highlights into the clouds or lighten up those bright sunlit clouds. Ensure transitions of colour are blended well to avoid harsh edges which can spoil the effect.



	Let children explore and experiment with pastels to create different sky effects in their sketchbooks, before deciding on a sky for their piece of work. They can use images to support this and / or try out their own ideas.	
Show your ideas and imagination through drawing.	Children decide whether to add other landscape details such as trees, mountains, rocks and volcanoes and practise drawing these in their sketchbooks first. Teacher to demonstrate how to draw these if needed. Children decide whether they will draw straight onto their background with pastels (they could see what this would look like by trying it out in their sketchbooks) or draw them separately to be cut out and added later on to their background.	Made decisions about what they want to include in their artwork through developing their own ideas.
Apply what they have learnt about tone and the use of pastels to create the background for their final piece of artwork.	Children complete their backgrounds.	Applied their knowledge and skills.
Use lines effectively to create desired shapes in proportion.	Children follow step by step instructions for how to draw a Tyrannosaurus Rex. If they have chosen to create a night time scene they may want to do this using white crayon on black paper to create a silhouette effect. Once they cut the outline shape out, they can turn it over to avoid seeing the white lines.	Used different lines and shapes in proportion to produce an image.
Describe the differences and similarities between artwork and talk about your own work.	Children evaluate their finished artwork and talk about the tones they have used. They will talk about what they like it about it and what they might change. They could compare their artwork with a friend.	Described art elements in their own work and give their opinions.

<u>Year Group</u> Year 2	<u>Term</u> Autumn 2	<u>Unit of Learning</u> Sculpture
<u>About the unit</u> Children will create a representation of a dragon's eye out of clay.		<u>Where the unit fits in</u> Children are learning about dragons. They hear poetry about dragons from the book 'Tell me a dragon'. Children design their own dragon and design and create their dragons eye.
<u>Prior Learning</u> Children had experience of working with clay in Reception and Year 1. They explored how to change the surface texture of the clay, to represent animal coverings, by making marks with different tools or printing into it.	<u>Vocabulary</u> Materials: Clay, slip Techniques: Pinch, roll, score, attach Elements: Texture - Smooth, rough, spiky, Line - straight, curved, dashes, dots Shape - circular, oval, pointed	<u>Resources</u> Clay, boards, tools, water
		<u>Key artists, craft makers and designers to consider:</u> Charles Robert Knight http://gomersalprimaryschoolart.blogspot.com/2020/11/dragon-eyes-year-4.html
<u>Assessment (By the end of this unit the children will be able to...)</u> Use a range of materials creatively to design and make products. Draw, paint and sculpt to develop and share my ideas, experiences and imagination. Line – Use a range of materials to explore and make different types of line (curved, spots, spikes, thin, thick). Texture - Create different marks to represent different textures Shape and form - Produce 3D work in proportion.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about the work of other artists.	Look at examples of dragon's eyes other people have created.	Talk about the shapes, lines, colours and textures used in others art work. Give an opinion.
Show your ideas and imagination through drawing.	Design whole dragon.	Drawing of your own dragon.
Show your ideas and imagination through drawing.	Design a dragon eye.	Drawing of your dragon eye.
Show your ideas and imagination through sculpting by creating different shapes, lines and textures.	Develop sculpting skills: Explore the clay by moulding different shapes and experimenting with textures that can be made in the clay. Learn how to attach different parts of clay together – score the parts of the clay to be attached then put some slip on the scored marks and put them together. Make the slip by mixing water and clay together.	Developed skills and knowledge in the use of clay.
Show your ideas and imagination through sculpting by creating different shapes, lines and textures to achieve your desired effect.	Follow your design and make the clay eye applying the knowledge and techniques learnt.	A clay dragons eyes made by applying knowledge and skills learnt.
Describe the differences and similarities between art work and talk about your own work.	Evaluate finished art work. Talk about elements of art evident – lines, shapes and textures incorporated. Talk about what you like it about it, what you might change.	Describe art elements in own work. Give opinions.

<u>Year Group</u> Year 2	<u>Term</u> Spring 1	<u>Unit of Learning</u> Painting
<u>About the unit</u> Children will produce a picture depicting a scene from the Great Fire of London.		<u>Where the unit fits in</u> Theme: The Great Fire of London. Children learn about the events that happened in the great fire of London.
<u>Prior Learning</u> Children have developed painting skills in both Reception and Year 1. In Reception they explored paint independently and through focused activities where they painted people and animals and learnt to mix primary colours to make secondary colours. In Year 1 children start to learn to mix shades of colour.	<u>Vocabulary</u> Materials: Paint, brush, palette, Elements: Line - curved, thin, thick, bold, vertical, horizontal, diagonal Shape - proportion, 2D shapes Colour - shades, light, dark Tone - soft, harsh	<u>Resources</u> Paint, paper, mixing trays / palettes, brushes of different sizes. <u>Key artists, craft makers and designers to consider:</u> Lieve Verschuier Rotterdam
<u>Assessment (By the end of this unit the children will be able to...)</u> Talk about and compare the work of a range of artists, including their own. Use a range of materials creatively to design and make products. Draw and paint to develop and share my ideas, experiences and imagination. Line - Use a range of materials to explore and make different types of line (curved, thin, thick, bold, vertical, horizontal, diagonal). Colour - Create different shades of colour. Tone - Create soft and harsh tones. Shape and form - Produce 2D work in proportion.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about the work of other artists.	Compare three paintings of the great fire of London. What is similar / different about them? Use elements to talk about and compare e.g. colours and tones used, use of line and shape. What effects have been achieved through using these?	Comparisons of artwork.
Show your ideas and imagination through drawing.	Foreground - explore shapes and lines in buildings.	Developed understanding in use of shape and line.
Show your ideas and imagination by creating different colours and lines when painting	Background. Develop painting skills first: Colour mixing to create different shades. Investigate different ways of painting fire using different sized brushes, different movement of brushes etc.	Developed painting skills and knowledge.
Show your ideas and imagination through sculpting by creating different shapes, lines and textures to achieve your desired effect.	Decide on what you want the foreground and back ground to look like using your sketchbook ideas and apply and combine these to produce your final painting.	A painting incorporating ideas and skills developed.
Describe the differences and similarities between art work and talk about your own work.	Evaluate finished art work. Talk about elements of art evident – lines, shapes and colours incorporated and why you used them in that way. What did you want your art work to show? Talk about how your artwork is similar / different to the art work you looked at first.	Evaluated artwork. Comparisons of artwork.

<u>Year Group</u> Year 2	<u>Term</u> Spring 2	<u>Unit of Learning</u> Drawing
<u>About the unit</u> Children will learn how to draw a portrait		<u>Where the unit fits in</u> Children will learn about proportions of the face when drawing portraits. They will draw a portrait someone else in preparation for drawing a self portrait later in the year.
<u>Prior Learning</u> Children have developed drawing skills in both Reception and Year 1. In Reception they looked at shape and proportion when drawing animals. In Year 1 children start to learn to mix shades of colour.	<u>Vocabulary</u> Materials: Paint, brush, palette, Elements: Line - curved, thin, thick, bold, vertical, horizontal, diagonal Shape - proportion, 2D shapes Colour - shades, light, dark Tone - soft, harsh	<u>Resources</u> Paint, paper, mixing trays / palettes, brushes of different sizes.
		<u>Key artists, craft makers and designers to consider:</u> Freida Khalo Duncan Shoosmith_
<u>Assessment (By the end of this unit the children will be able to...)</u> Talk about and compare the work of a range of artists, including their own. Use a range of materials creatively to design and make products. Draw and paint to develop and share my ideas, experiences and imagination. Line - Use a range of materials to explore and make different types of line (curved, thin, thick, bold, vertical, horizontal, diagonal). Colour - Create different shades of colour. Tone - Create soft and harsh tones. Shape and form - Produce 2D work in proportion.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about the work of other artists.	Freida Kahlo - look at herself portraits. Compare with Portrait artist of the year 2019 Duncan Shoosmith	Comparisons of artwork.
Show your ideas and imagination through drawing.	Learn and practise skill Drawing resource pack - drawing a face in proportion.	Developed understanding in use of shape and line.
Show your ideas and imagination by creating different colours and lines when painting	Apply what learnt to draw someone else's face.	Developed painting skills and knowledge.
Show your ideas and imagination through sculpting by creating different shapes, lines and textures to achieve your desired effect.	Decide on what you want the foreground and back ground to look like using your sketchbook ideas and apply and combine these to produce your final painting.	A painting incorporating ideas and skills developed.
Describe the differences and similarities between art work and talk about your own work.	Evaluate finished art work. Talk about elements of art evident – lines, shapes and colours incorporated and why you used them in that way. What did you want your art work to show? Talk about how your artwork is similar / different to the art work you looked at first.	Evaluated artwork. Comparisons of artwork.

<u>Year Group</u> Year 2	<u>Term</u> Summer	<u>Unit of Learning</u> Printing
<u>About the unit</u> Children will produce a printed piece of art work inspired by Ghanaian Kente Cloth .		<u>Where the unit fits in</u> Theme: Where in the world - Africa
<u>Prior Learning</u> Children have explored printing with a range of materials such as blocks, cardboard, balloons etc. during independent learning in Reception. This has involved children dipping objects into paint and pressing or dragging the objects on to paper or other materials. Year 1 -	<u>Vocabulary</u> Elements: Line - curved, straight, vertical, horizontal, diagonal Shape - 2D shapes Pattern - regular, repeated, rotated, overlapped	<u>Resources</u> Natural objects, sketchbooks, pencils, paint, rollers, paper, textiles, printing materials <u>Key artists, craft makers and designers to consider:</u> Ghana Kente Cloth
<u>Assessment (By the end of this unit the children will be able to...)</u> 1. express opinions about art work 2. adapt their ideas. 2. develop further printing techniques. 3. explore different techniques to print on to textiles. 4. explore variations of pattern placement in their artwork. 5. use inspiration from designers to create their own work and can compare it.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
I can express opinions about art work.	Show children pictures of examples of Ghanaian kente cloth. What do children think of the textiles? Do they like / dislike any part of them. Do they have a favourite piece? Why is it their favourite? They could record their opinions. What do they notice? Children could annotate a picture with words describing shapes, lines, patterns etc.	Children will have said what they like or dislike about some art work.
I can develop further printing techniques. I can explore different techniques to print on to textiles.	In sketchbooks: Children produce pattern ideas for printing blocks and think about the materials they will use to make their printing blocks e.g. string, foam shapes, cardboard. Will they use more than one type of material? Do they have ideas for other things they could print with? They could make collagraph printing blocks with different textures on them.	Children will have developed their own ideas for printing blocks.
I can explore variations of pattern placement in their artwork. I can adapt my ideas.	Demonstrate how to use a roller and print with a printing block. Children create their printing blocks and explore different ways they can place the pattern Children create a finished pattern to resemble kente cloth on paper or textiles Or children could print onto strips of paper and weave them to produce a kente cloth effect (idea from https://www.theunlikelyhomeschool.com/2018/02/kente-cloth.html) .	Children will have explored how to use their printing block to create different patterns and will have made a final decision for their art work.
I can use inspiration from designers to create my own work and can compare it.	Set up a mini gallery or lay out everyone's art work on the tables for children to walk around and look at. Include pictures of Ghanaian kente cloth examples Children talk about how their artwork is similar / different to the kente cloth examples. What inspired them and why did they make the choices they made?	Children will have talked about the inspiration for their own art work.