

Year 2 Medium Term Plan – Autumn

Focus - Printing Artist – William Morris

	Knowledge	Vocabulary	Learning Sequence
Pre-learning Learning in this unit	<u>Children should already know how to:</u> Explore different materials freely, in order to develop their ideas about how to use them and what to make. (3-4 year old) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. (ELG) Use one-handed tools and equipment, for example, making snips in paper with scissors. (3-4 year olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Reception) Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG) Children will know how to: - Explore printing onto paper with paint using different shapes and objects. - Be introduced to the techniques of printing – adding paint to a simple printing block, transferring to paper and applying pressure to print. - Using card, design and use their own printing block. - Use simple printing block to create a repeated printing pattern. Children will know how to: - Use a sketchbook as a way of collecting ideas and practicing skills. - Begin to use a sketchbook to comment on the work of an artist. - Talk about how artists have used colour, and shape in their work. - Say what I like about my own artwork and what I would like to do better. - Tell a peer what I like about their artwork.	William Morris Repeated pattern Printing block Roller Press Repeated pattern	Session 1 – Artist study - William Morris was a British textile designer. - He used a method of printing called Block Printing. - He designed wallpaper. Suggested teaching Look at the work of William Morris. Create artist sketchbook page. Session 2 – What is printing - Printing is when you transfer a picture onto something else. Suggested teaching Watch video of original printing block being used so children understand the process and how the images are created by building up different colours. Session 3 – Making a printing block - A printing block is a tool used to print an image. - The printing block has the image on it. Suggested teaching Create a printing block on card using string to recreate the shape of a flower. Session 4 – Printing DLD - Apply sufficient paint to printing block - Print the image to paper by turning block over and applying fixed pressure on the back. Suggested teaching Practice printing applying sufficient paint and pressure to recreate image on watercolour background.
		PAN ARTWORK THEME AND ART FOCUS TO BE SHARED WITH TEACHERS BY OCTOBER HALF TERM CHILDREN WILL COMPLETE ARTWORK BASED ON THIS THEME TO BE PART OF A COMMUNITY DISPLAY IN SPRING	

Year 2 Medium Term Plan – Spring

Focus – Painting and Drawing

	Knowledge	Vocabulary	Learning Sequence
Pre - learning Learning in this unit	Children should already know how to: - Show how to hold a paintbrush correctly to add paint to a page. - Know how much paint is appropriate for their task and show how they can remove excess paint before painting. - Show that they know to clean their brush between colours. - Explore using different size brushes to make different marks on the page. - Explore mixing primary colours. - Begin to experiment with adding white and black to a colour to make tint and shade. - Hold drawing tool in a comfortable tripod grip. - Apply correct amount of pressure to make marks that can be seen on the page. - Draw a simple image depicting what they can see at close range, at a distance or what they image. - Explore using a pencil to draw lines of different thicknesses. Children will know how to: - Show greater control over painting tools working within given lines or within lines that they have drawn themselves. - Mix primary colours, create tints or shades confidently and use in their own work. Mix all secondary colours and show how to make brown. - Identify hot and cold colours. - Show care over their painting workspace clean. - Explore using a range of drawing materials to make different marks- pencil, chalk, charcoal, crayon, pastels, felt tips. - Hold drawing tool using comfortable tripod grip to begin applying different pressure to make light and dark marks. - Begin to use different types of lines – straight, curved, zig zag etc. - Begin drawing what they see up close, at a distance or what they imagine with greater detail. Children will know how to: - Use a sketchbook as a way of collecting ideas and practicing skills. - Begin to use a sketchbook to comment on the work of an artist. - Talk about how artists have used colour, and shape in their work. - Say what I like about my own artwork and what I would like to do better. - Tell a peer what I like about their artwork. - Be able to talk about the artist Ron Embleton. - Compare the artwork we look at with artwork from other artists we look at this year and in previous years.	Drawing Painting Line Secondary colours mixing	Session 1 – Explore range of line <i>Lines can create shapes and patterns.</i> - Lines can be straight, wiggly, thick, or thin Suggested teaching activity Teacher led task - In sketchbooks explore a range of lines. Use time to remind children about pressure from year 1 Respond to vocabulary such as thick, thin, curved, spiral etc. To make shapes and patterns with different lines. Session 2 – Choose the correct drawing tool for the task and show awareness of shape and space of my artwork in relation to paper size. <i>I can show awareness of space and size of my artwork in relation to paper size.</i> <i>I can choose the correct drawing tool for a task</i> Suggested teaching activity
			Session 3 – Pencil self portrait A self portrait shows other what you look like. Suggested teaching activity Draw an independent self portrait in pencil.
			Session 4 – Secondary colours - The secondary colours are orange, purple and green - You can mix primary colours to make secondary colours - To correctly hold a paintbrush (the same way you would a pencil, with your thumb, index, and middle fingers.) Suggested teaching activity Mix primary colours to make secondary colours
			Session 5 – Introducing watercolours Watercolours are paints you use with water. Suggested teaching activity Create a sketchbook page exploring watercolor painting and different methods. <i>Apply this knowledge to creating a watercolour single colour background</i>
			Session 5 – Easter card flowers Apply taught skills Suggested teaching activity Draw and paint a spring flower for the front of an Easter card.

Year 2 Medium Term Plan – Summer

Focus – 3D Artist – Susan Lordi

	Knowledge	Vocabulary	Learning Sequence
Pre - learning Learning in this unit	Children should already know how to: - Explain to a peer or teacher what a sculpture is. - Select appropriate objects to use in their own 3D artwork. - Use selected objects to create their own 3D sculpture inspired by the work of Andy Goldsworthy. Children will know how to - Make simple shapes using airdough. - Begin using appropriate tools to make simple designs with airdough - Select appropriate materials to add detail to their design. - Combine chosen materials and airdough to add detail to their design. Children will know how to: - Use a sketchbook as a way of collecting ideas and practicing skills. - Begin to use a sketchbook to comment on the work of an artist. - Talk about how artists have used colour, and shape in their work. - Say what I like about my own artwork and what I would like to do better. - Tell a peer what I like about their artwork. - Be able to talk about the artists Susan Lordi. - Compare the artwork we look at with artwork from other artists we look at this year and in previous years.	Artwork Colour Shape Lines	Session 1 – Religious artwork depicting angels - Angels are messengers of God. - They are a symbol of hope and peace. - In the bible angels are all depicted as men. Suggested teaching Ask children what an angel is. Ask all children to draw an angel in their sketchbooks without any prior knowledge or discussion. Share our drawings in a whole class exhibit. What do all our angels have in common? Explore images of angels as a class. Evaluate each piece, what do we like about it? Dislike? Colours used? What does it tell us about angels? Record as a class and include in sketchbooks.
		Drawing	Session 2 – Drawing angels Suggested teaching Discuss – Now we have looked at these angels does it change how we would draw an angel? Model to children drawing as they would have previously in year 1. Focusing on pencil pressure and choosing lines to create shape with purpose.
		Susan Lordi Willow Tree Sculpture designer	Session 4 – Who is Susan Lordi? - Susan Lordi is a an American artist and designer. - She created the Willow Tree business in 1999. - Her company sells products all over the world today. - She creates the original design and sculpture for every sold design. Suggested teaching Share video of Susan Lordi working as an artist in her studio. Create artist page in sketchbook including images and facts.
		Modelling Stretch Twist Squeeze Pinch pull	Session 5 – How do I manipulate airdough? Air dough is an air drying light weight modelling material. Suggested teaching Allow children to explore air dough. What does it feel like? How can we manipulate it?
		Modelling Stretch Twist Squeeze Pinch	Session 6 – Angel sculpture - Manipulate material into an angel shape. - Use gentle force to add craft materials to dough to create detail such as wings, halo, aura etc. Suggested teaching Create an angel shape using air dough and use craft materials to add detail such as wings, halo, aura etc.

		pull	
		Session 7 – Exhibit Display angels in a classroom art gallery. Invite other peers and staff to come and look at our artwork. Verbally evaluate our angels. Thinking both positively and modelling how criticism can be done constructively.	