

YEAR 2 2022/23		Art & Design
Topic 1: Fire Fighters (5)		
Why have you chosen those colours? What do they show? Tell me how you used your colours. What is a background? Service and friendship		
KNOW	DO	UNDERSTAND
Know how to select colours purposefully. Know how to blend colours (paint or pastel). Know how to create a background and a silhouette. Key vocabulary: Select Fire colours Colour mixing Tone Blend Technique Background Silhouette	Children create line drawings of London, focusing on buildings/architectural structure/skyline. Children make Great Fire of London scenes on black-out London using crayon. Children create a blacked out skyline on a wash of "fire" colours. Children explore mixing colours, creating a skyline (black sugar paper). Children to be shown artists who use skylines/blacked out sections for impact. <i>If time, children then to outline their skyline with string/straws glued on, and use these to create prints of their skyline. Children to print these skylines on material, creating a "burning" sky background by dropping ink onto their fabric square.</i> NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, and other art and design techniques NC Content: - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	This unit is all about the Great Fire of London. Children learn about where London is and what it is like there now, comparing to other places including Birmingham. The children learn about the plague and what happened in large cities, and discover about the main events of the Great Fire, considering sources of evidence. They link the plague to the Great Fire and create visual responses.
Topic 2: Let's Go Engineering! (4)		
What is special about Abstract Art? What does Jackson Pollock's work look like? What is a sculpture? How did you create your sculpture? Perseverance and respect		
KNOW	DO	UNDERSTAND
Knows how to explain features of Abstract Art. Knows how to explain the features of Jackson Pollock and how he created his work. Can use a range of natural materials to create a 3D sculpture.	<u>Abstract Expressionism/ Abstraction</u> This unit gives children a chance to experiment with different painting techniques and to make informed choices about which ones to use in their own work. It begins by exploring Jackson Pollock who took abstract art to a new limit. The other artists that follow, are from an earlier period.	This unit explores different materials and their properties, with children focusing on Antarctica. The natural materials aspect of the art develops children's understanding of different materials in the world. Children have explored the idea of sculpture using found/recycled

<p>Can explain what a sculpture is and how is it different to other art forms.</p> <p>Can use a weaving technique.</p> <p>Key vocabulary: Abstract Art Features Technique Painting Period Sculpture 3D Weaving</p>	<p>Their work has recognisable shapes in them and have more symbolism to them than Pollock's work that centres on the action and creation of art.</p> <p>Children also explore weaving with a range of natural materials (eg raffia) and man-made materials (eg plastic bags) to communicate ideas in weaving, describe how they feel about their work. Exploration of fabrics and textures, creating simple looms and basic weaving techniques.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in painting and sculpture - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>NC Content: - to use a range of materials creatively to design and make products - to use painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>materials in Year 1 for their art week, and should consider applying and developing these skills in this unit.</p>
---	---	---

Topic 3: Chocolate (5)

What does Aztec Art look like?
What is special about a geometric pattern?
Why did you choose those materials/colours?
How did you create your print?

Perseverance and respect

KNOW	DO	UNDERSTAND
<p>Know the features of Aztec Art.</p> <p>Know how to create a geometric pattern.</p> <p>Know how to choose which materials will be effective for my art work.</p> <p>Can create a simple print.</p> <p>Key vocabulary: Features Aztec Art Geometric Line Repeated Pattern Materials Collage Pastel Technique</p>	<p>Aztec art: Designing geometric patterns, creating using a range of materials such as collage, oil pastel and paint. Develop into printing techniques; printing geometric patterns onto textiles.</p> <p>Children could use DT link to make bags to print onto –these could be taken to Cadbury World to put their chocolate into. Or they could print onto a square of fabric and stick this onto a piece of card with a badge pin on, to create a badge to wear to Cadbury World.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in other art, craft and design techniques (<i>printing</i>) - evaluate and analyse creative works using the language of art, craft and design</p>	<p>Children are learning all about where does chocolate comes from. As part of this, they focus on the Ancient Aztecs, working as archaeologists and historians. They learn about what the Aztec Empire was like and exploring their culture – through this they will look at geometric Aztec art and develop their own.</p> <p>Children have previously used all the material choices in Year 1, but have not been taught specific skills with them, so this learning will be a good opportunity to teach explicit art skills.</p>

Print	<p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
-------	---	--

Topic 4: Superheroes! (5)

What is special about Roy Lichtenstein's work?
 What is a ben day dot? Why have you used them?
 Talk to me about why/how you created your patterns.

Justice and courage

KNOW	DO	UNDERSTAND
<p>Can explain the features of Roy Lichtenstein's work.</p> <p>Know how to choose colours purposefully and explain my choices.</p> <p>Can explain Benday dots and their purpose.</p> <p>Know how to create patterns using colour and line.</p> <p>Key vocabulary: Roy Lichtenstein Benday dots Features Technique Storyboard Apply Pattern Line</p>	<p>Children to study Pop Art by Roy Lichtenstein and use ben day dots techniques to create own comic strips/characters.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>There are clear, explicit links with this learning – children have been exploring what it means to be a superhero. They will design their own superhero, or themselves as a superhero, and having looked at the work of Roy Lichtenstein/Nikki Douthwaite, will create their own pop art-inspired version.</p> <p>Children have created storyboards previously in English, and so are familiar with the concept of mapping out a story visually (much like a comic), but will not have created this style of art before. This is a good opportunity for explicit teaching of art skills.</p>

Topic 5: Suitcases and Sandcastles (4)

What is a sea sculpture?
 What does 3D mean?
 What is Andy Goldsworthy's work like?
 How is your sculpture similar to Andy Goldsworthy's work?

Forgiveness

KNOW	DO	UNDERSTAND
<p>Can explain what a sculpture is and how it is different to other art forms.</p> <p>Can explain what 3D is.</p> <p>Can explain the features of Andy Goldsworthy's work.</p>	<p>Natural resources: Sea sculptures Explore patterns and textures through rubbings and drawings. Exploring the work of Andy Goldsworthy and creating hanging sculptures from raw/natural/found materials.</p>	<p>This unit of work supports the theme of 'The Seaside.' In this unit, children explore patterns and textures through drawing and rubbings whilst then constructing sculptures from found materials in the local area and those brought in from the seaside. The unit begins by looking at paintings of the seaside by artists. As the unit moves on, children explore</p>

<p>Can purposefully choose materials for sculpture, and explain my choices, linking it to Goldsworthy.</p> <p>Key vocabulary: Sculpture 3D Form Shape Texture Pattern Andy Goldsworthy Materials Purpose</p>	<p>Tartan art, linked to the Katie Morag stories.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design</p> <p>NC Content: - to use a range of materials creatively to design and make products - to use sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>artists that create sculptures on the beach of from using materials in their local environment.</p>
---	---	--

Topic 6: Go Wild! (5)

KNOW	DO	UNDERSTAND
------	----	------------

DT WEEK

KNOW	DO	UNDERSTAND
------	----	------------

Topic 7: Health Heroes

What did you have to think about when you were doing your drawing?
How did you create the outlines/light and dark areas?
How did you create the patterns?

Thankfulness and trust

KNOW	DO	UNDERSTAND
------	----	------------

<p>Know how to create observational drawings from real objects.</p> <p>Can develop drawing techniques.</p> <p>Knows how to create a collage using different media and explain their choices.</p> <p>Key vocabulary: Observation Observational drawing Line Shape Form Technique Pattern Texture Collage Media Purpose</p>	<p>Make a careful observational drawings of a range of common and interesting seeds/seed pods/beans e.g. borlotti beans (pink and marbled); sunflower seeds (black and white stripes); seed pods from the art cupboard;</p> <p>Make a collage using seeds. Leaf printing.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing and other art, craft and design techniques (<i>collage</i>) - evaluate and analyse creative works using the language of art, craft and design</p> <p>NC Content: - to use a range of materials creatively to design and make products - to use drawing and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Children are learning about the basic needs of animals, including humans, and plants, for survival. Observe and describe how seeds and bubs grow into mature plants.</p> <p>They observe and describe how plants need water, light and a suitable temperature to grow and stay healthy, and the transformation from seeds into plants. This provides an excellent opportunity for children to develop their observational drawing skills of lots of different types of seeds.</p> <p>Children have done some basic drawing in Year 1, but this is an opportunity to teach observational drawing skills; about line, shade, pressure and pencil grip.</p>
--	--	---

LANGUAGE/ART WEEK: French

What is Matisse's work like?
How have you been inspired by it?
Why did you choose those colours and shapes?
What is Pointellism?

This is a standalone week.

KNOW	DO	UNDERSTAND
<p>Can explain the features of Matisse’s work, and how I have used them in my art.</p> <p>Know how to choose colours, and create shapes purposefully, inspired by Matisse.</p> <p>Know how to use the computer to layer an image.</p> <p>Know how to create artwork in the style of Pointillism.</p> <p>Key vocabulary: Henri Matisse Georges Seurat Collage Layer Edit Manipulate Pointillism</p>	<p>SEE ADDITIONAL PLANNING</p> <p>Line drawings of French Landmarks</p> <p>Henry Matisse – collage. Children create own drawn and then collaged versions of Matisse’s “cut out” images.</p> <p>Digital Art – colour/layer manipulation of their Matisse-style images. Children take photograph of own work on the iPad and upload to BGFL365 in order to manipulate it.</p> <p>Georges Seurat – pastels. Discuss pointillism and how revolutionary it was at the time. Finger painting – small Eiffel tower.</p> <p>Discuss how Seurat used his locality as inspiration – he painted what was available to him. Explore different local landmarks that children could recreate images of (The Bull, Sparkhill Park, St John’s Church etc).</p> <p>Children to take photos of things in their surroundings (in the park, the playroom, classroom, role play, dinner hall etc) and upload them to the computer. Children to edit them with filters to create pointillism-style images (Seurat outcome 2).</p> <p>Whole class project – perhaps do it across a number of canvases? (like the old Monet one in school).</p> <p>Children use paintbrushes in dab strokes to create a whole-class version of an image of our school in pointillism (Seurat outcome 3).</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>This week is an intensive Art/French week: children learn about French culture, language, art and heritage. They will explore the work of two prominent French artists from the 20th century, Henry Matisse and Georges Seurat.</p> <p>Children will create abstract art inspired by Matisse, which they have not explored before; this will also include new opportunities for discussion around collage, colour and composition.</p> <p>Children will have become confident in accessing and using the BGFL365 in Year 1 through Computing, and so will be developing these skills in colour/layer manipulation.</p>

--	--	--