

Art – Year 2

Content

NC objectives – KS1 areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products. 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 4. To be taught 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. 	<ol style="list-style-type: none"> 1. Show how a range of materials across painting, drawing and sculpture (thickened paint, watercolour paint, pencils, thick pens, pastels, chalk, soap, card, tape, glue and papier mâché) can be used to create artwork. 2. Develop and express personal ideas through painting, drawing and sculpture. 3. Explain and recognise how techniques can be used in painting (colour, texture, pattern) drawing (line, shape, texture) and sculpture (form, space, texture). 4. Discuss and describe how artwork is similar and different across different practices and disciplines. <ul style="list-style-type: none"> - Painting – Girl with a pearl earring by Johannes Vermeer, Scream by Edvard Munch, Bathers at Asnieres by Georges Seurat. - Drawing – Landscape with Houses by Vincent van Gogh, Paris sans fin by Alberto Giacometti. - Sculpture – Spring by Barbra Hepworth, Artwork by Darrel Wakelam. 	<p style="text-align: center;"><u>Term 1</u> primary, secondary, bright, dull, colour, media,</p> <p style="text-align: center;"><u>Term 3</u> sculpture, size, media, form, space</p> <p style="text-align: center;"><u>Term 5</u> thick, narrow, broad, thin, light, unrealistic, realistic, drawing</p>	<p style="text-align: center;"><u>Term 1</u> vibrant, intense, pale, neutral, shade</p> <p style="text-align: center;"><u>Term 3</u> carve, solid, scale, texture</p> <p style="text-align: center;"><u>Term 5</u> horizontal lines, vertical lines</p>	<p style="text-align: center;"><u>Term 1</u> tertiary, wide / narrow palette, amber, vermilion, magenta, violet, teal, lime</p> <p style="text-align: center;"><u>Term 3</u> chisel, gouge, positive space, negative space</p> <p style="text-align: center;"><u>Term 5</u> contour lines, directional lines, diagonal line</p>

Knowledge

Substantive Knowledge

Painting - Autumn Term 1 (7 weeks) *How does colour change a painting?*

Lesson 1: LO: To know why paintings look different.

colour media paintings vibrant intense pale neutral

To know that the colour, media and idea behind the artwork makes all paintings look different to one another. Explore the artworks: Girl with a pearl earring by Johannes Vermeer, Scream by Edvard Munch, Bathers at Asnieres by Georges Seurat. Describe the similarities (showing people and landscapes) and differences (texture of brush strokes and colours used) between the 3 styles of painting by creating a sketchbook page.

Discuss how each painting makes them feel and why.

Lesson 2: LO: To understand how colour and texture have been used.

bright dull

To know that Scream uses bright bold colours to make it feel confusing, Bathers has a stillness because of the texture created using small dots of paint and Girl with a pearl earring looks realistic because of the contrast between the dark background and colourful subject. Compare the way the elements: **colour and texture** are explored across the artworks – add annotations to sketchbook pages.

Lesson 3: LO: To know how to make tertiary colours.

Primary colours Secondary colours Tertiary colours amber vermilion magenta violet teal lime

Using watercolour and thickened paints, explore and identify how secondary and primary colours can be mixed further to create the tertiary colours. To know that yellow and orange make amber, red and orange make vermilion, red and purple make magenta, blue and purple make violet, blue and green make teal, yellow and green make lime.

Lesson 4: LO: To understand how colours are linked on a colour wheel.

Primary colours Secondary colours Tertiary colours

Show how primary, secondary and tertiary colours are linked together on the colour wheel. To know that primary colours cannot be created themselves through mixing, primary and secondary colours create tertiary colours and that by mixing the three primary colours you get brown.

Lesson 5: LO: To know how to make shades.

shades

Introduce shades (adding black to a colour) and encourage making shades of a variety of colours in sketchbooks. Create an expanded colour wheel showing the shades.

Lesson 6: LO: To understand how colour palettes can change a painting.

wide palette narrow palette

To know that by using a wide palette of colours (lots) it creates a happy confusing effect or a narrow palette of colours (minimum) creates a sad, subdued effect on the viewer. Retrieve Y1 knowledge – colour and mood.

Discuss the different moods that colours have and what gives them these moods.

Lesson 7: LO: To know how to express my ideas through painting.

Recap all vocab

Disciplinary Knowledge

Painting Concept: Expression

To work as an artist to show how colour, texture and pattern can be used to create pieces of art. Using a stimulus (harvest) children use techniques learnt alongside their inspirations from artworks to express their own ideas from imagination. Children recognise how colour is used across the different artworks to express mood (year 1) and meanings by using a wide palette of colours for a happy, joyous, or confusing effect and a narrow palette of colours to create a calm, subdued or sad effect.

Using knowledge of the colour wheel and mixing colours, produce a painting of harvest fruit and vegetables applying the knowledge of colour mixing, and colour meaning.

Sculpture – Spring Term 3 (6 weeks) *What form is spring?*

Lesson 1: LO: To know that sculpture can be created with different media.

sculpture media size

To know that sculptures can be casted, sculpted using different media such as paper, card, clay, soap, metal etc. Explore the artworks: Spring by Barbra Hepworth, Artwork by Darrel Wakelam. Discuss the similarities and differences between the 2 styles of sculpture – the different media used and the subject.

Discuss what they see when looking at the sculptures and appreciate different ideas.

Lesson 2: LO: To know how form, space and texture have been used.

form space texture positive space negative space

Compare the way the elements: **form, space and texture**, are explored across the artworks. The form (3D, 2D, size and how it occupies the space), space (positive space – where the object is, negative space – the area surrounding the sculpture) and texture. Explain that texture is created using different media – papier mâché, cardboard and soap. Exploring these media with the children and evidence with photos in sketchbook.

Lesson 3 & 4: LO: To know how to create a sculpture through carving.

carve gouges chisels solid scale

Explore how to make natural sculptures through carving. Introduce gouges and chisels as tools. With soap, cardboard and papier mâché assemble 3D forms based on a stimulus of natural forms and focus on adding texture using media from the previous lesson.

Lesson 5: LO: To understand how to create a personal response.

Recap all vocab

Using soap, card or papier mâché children create their own art based on their own personal experiences and interests. Take detailed photographs of each sculpture and document in sketchbooks.

Children express their own ideas and thoughts through creating their own sculpture.

Sculpture Concept: Expression

To work as an artist to show how form, space and texture can be used to create pieces of 3D art. Using a stimulus (seasons-spring) children can use techniques learnt to express their own ideas.

Drawing – Summer Term 5 (5 weeks) *How is texture presented in drawing?*

Lesson 1: LO: To know the similarities and differences between two styles of drawing.

unrealistic realistic drawing

Explore the artworks: Landscape with Houses by Vincent van Gogh, Paris sans fin by Alberto Giacometti. Discuss the similarities and differences between the 2 styles of drawing, revisit knowledge from Y1 – contour lines. Children create a page in sketchbook – images of the artwork, alongside small drawings and annotations.

Would these artists create the same drawings if they were alive today?

Lesson 2: LO: To know how line, shape and texture are used in drawings.

thick thin barrow broad light

Compare the way the elements: ***line, shape and texture***, are explored across the artwork. Identify the types of lines used in the artwork (Y1 knowledge), shapes (2D and 3D) and texture (exploring pen, pencils, chalk and patterns). Children to create artist copies of the work to explore line, shape and texture.

Lesson 3: LO: To know how to use contour lines in a piece of artwork.

contour lines

Using pencils, pens, chalk and pastels explore and discuss how different lines can be used in the artwork. Revisit how contour lines (*thick, dark, sharp lines*) can make a drawing appear unrealistic and (*subtle, soft, thin lines*) realistic. Draw a landscape in sketchbooks and practise drawing these lines on top.

Lesson 4: LO: To understand that lines can change a drawing.

directional lines diagonal lines vertical lines horizontal lines

Introduce directional lines and how they have an impact on the artwork. *Diagonal lines are used to produce energy in an artist's work. Vertical lines are used to produce movement and energy. Horizontal lines are used to produce a stationary feeling.* Create a drawing of a landscape and apply the different directional lines.

Reflect on the different feelings that the lines create.

Lesson 5: LO: To apply new knowledge to make a series of landscape drawings.

Recap all vocab

Using pencils, pens, chalk, pastels create a series of landscape drawings applying the knowledge of different types of line and media. Create a few drawings on larger paper (A3). Document all work in sketchbooks (photocopy if needed).

Drawing Concept: Expression

To work as an artist to show how line, shape and texture can be used to create pieces of art. Using a stimulus (landscapes – London) children use techniques learnt alongside their inspirations from artworks to express their own ideas from imagination. Recognise that how they use line, shape and texture in their own imaginative drawings will change the perception of the artwork. Build upon their knowledge of line and shape from year 1.

Concepts

Expression

ELEMENTS

Painting

Drawing

Sculpture

Colour

- The different hues used to express mood and meanings in paintings. The colour wheel is used to split colours into three different groups: primary, secondary and tertiary.

Texture

- The look and feel of paint on paper/canvas. The texture can be created through the different media (thick/thin paint) being used or the application of the media (paintbrushes/palette knives).

Pattern

- The way colour or line has been used in a painting to create patterns. This may be through the repetition of a single or select palette of colours or lines.

Line

- The tool used in every drawing. It has a length, width, tone, texture and can divide space, define a form, describe contour or suggest direction.

Shape

- The outline of line can create enclosed spaces such as: square, triangle, rectangle, circle, oval, etc.

Texture

- The variety of marks made using different medias which create an illusion of depth to make the drawing look realistic.

Form

- Having three-dimensions which encloses volume and has length, width and height.

Space

- The area occupying the artwork and surrounding it.

Texture

- The term used to describe the way a three-dimensional artwork actually feels when touched.

--	--	--

ASSESSMENT
KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.