



YEAR: 2 TERM: Autumn

TITLE: Stick Man-Natural sculptures

REVISION / REMIND / REVISIT - Previous work with junk modelling (Foundation)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Use a range of materials creatively to design and make products.Develop a wide range of art and design techniques in using shape, form and space.Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.Learn about the work of a range of artists Key Vocabulary <ul style="list-style-type: none">DrawSketchClayCollageSculpture	Skills Developed <ul style="list-style-type: none">Observational drawings of natural objects.Clay models.Making sculptures with natural materials.CollageWillow sculptures Knowledge Acquired <ul style="list-style-type: none">To understand art can be done on different scales.To gain a better understanding natural art.Investigate drawing, sculpture and collage techniques.	<ul style="list-style-type: none">Children all produceChildren produce group collaborative large art work.Cross-curricular links to	<ul style="list-style-type: none">Appreciation of a selection of artists: Andy GoldsworthyAppreciation of ways of working at different scales.	<ul style="list-style-type: none">Parents to come into school to help with Willow sculptures.Natural/willow art work displayed in corridor/hall. Hold an art gallery evening? (In conjunction with year 1 giant art work)
	ASSESSMENT CRITERIA: Form and Shape Creates simple 2D and 3D images using a variety of tools and materials. Can make confident joins. Artist Appreciation Discuss their own work and that of other sculptors. Shape Creates models showing a growing awareness of natural and manmade environment.			SUGGESTED TIME FRAME: 6 sessions. Some may be blocked together into art days. OR Lessons 3 and 4 could be done together Lessons 5 and 6 could be done together Visiting artist -Willow man	
	SUGGESTED SEQUENCE OF LESSONS Session 1 Mini Models Observing natural objects and making them with clay <ul style="list-style-type: none">Twinkl unit lesson 1 (Also photograph models produced for sketchbook evidence)				

Session 2 Drawing from nature (Sketchbook)

- Twinkl unit lesson 2

Session 3 and 4 could be done together-Woodland walk and Land art

- Twinkl unit lesson 3 and 4 (Photographs for sketchbooks)

Session 5 Big Build

- Twinkl lesson 5 (Photographs for sketchbooks)

Session 6 Showcase collage-reflection on work

- Twinkl lesson 6

Also include an art day with the Willow man



YEAR: 2 TERM: Spring: 1

TITLE: Tinga Tinga art

REVISION / REMIND / REVISIT – Previous work with pattern and looking at living things in year one.	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Use a range of materials creatively to design and make products.Develop a wide range of art and design techniques in using shape, form and space.Learn about the work of a range of artists Key Vocabulary <ul style="list-style-type: none">PatternPrint/relief printingPaint	Skills Developed <ul style="list-style-type: none">Using a range of materialsdevelop 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 spaceDevelop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">To understand the technique of relief printing on fabricArtist appreciation	<ul style="list-style-type: none">Children all produce their own Tinga Tinga inspired painting and relief print.	<ul style="list-style-type: none">Appreciation of a selection of artists:<ul style="list-style-type: none">Edward Saidi Tingatinga	Show case work as a display in a communal area for people to see.
	ASSESSMENT CRITERIA: <u>Pattern:</u> Colour Use a range of decorative techniques using paint. Pattern Can create simple prints on fabric (e.g. repeated pattern) Artist Appreciation Look at the work of Edward Saidi Tingatinga and understand how it was made.			SUGGESTED TIME FRAME: 6 sessions. Could be blocked together over 2-3 days	
SUGGESTED SEQUENCE OF LESSONS Session 1 Look at the artist Edward Saidi Tingatinga <ul style="list-style-type: none">Look at answering the question, 'Who was Edward Saidi Tingatinga ?' (look at his work and discuss how it was made)(Fact file in sketchbooks) Session 2 What is Tinga Tinga art? <ul style="list-style-type: none">Look at answering the question, 'What is Tinga Tinga art?' https://trueafricanart.com/pages/tingatinga look at examples (powerpoint) Use sketchbooks to investigate the marks used in TingaTinga art. Watch Tinga Tinga Tales for inspiration. (Marks made in sketchbooks) Session 3 Mark making and painting <ul style="list-style-type: none">Explore the Tinga Tinga style and begin to create a simple African animal painting in this style. Session 4 Tinga Tinga painting					

- Complete the animal painting in the Tinga Tinga style.

Session 5 Relief printing

- Investigating mark making with the relief printing technique.
- Children to design their own Tinga Tinga inspired piece.

Session 6 Creating a relief print

- Children to use their design to create a relief print in the style of Tinga Tinga art.



YEAR: 2 TERM: Summer: 1

TITLE: Landscapes and Cityscapes Monet

REVISION / REMIND / REVISIT - Work on architecture in year 1	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Use a range of materials creatively to design and make products.Develop a wide range of art and design techniques in using shape, form and space.Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines. Key Vocabulary <ul style="list-style-type: none">PatternCollageMosaicBrush strokesPaint	Skills Developed <ul style="list-style-type: none">Using a range of materialsdevelop 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 spaceDevelop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">To understand the techniques of finger painting, blending and shading, paint thickness, colour and mosaicArtist appreciation	<ul style="list-style-type: none">Use colour and texture to paint a landscape and / or cityscape.Describe the work of at least one artist.	<ul style="list-style-type: none">Appreciation of a selection of artists:<ul style="list-style-type: none">Van Gogh, Monet, Metzinger	Show case work as a display in a communal area for people to see.
	ASSESSMENT CRITERIA: Colour Talk about colour within pictures. Mix and match colours with an intended outcome. Texture Use a range of decorative techniques using paint. Investigate different thicknesses of paint. Pattern Understand the term mosaic and use paper to create a mosaic collage. Line I can draw the outline of buildings of different sizes. I can fill in details like roofs, doors and windows Artist Appreciation I can describe the work of the artist, Monet.			SUGGESTED TIME FRAME: 6 sessions	
SUGGESTED SEQUENCE OF LESSONS Session 1 Painting a landscape in the style of Monet <ul style="list-style-type: none">Twinkl Lesson 1-Monet's GardenThinking about the colours and brushstrokes, and how they think Monet was feeling.Painting like Monet by using their fingers.					

Session 2 Using pastels to create a cityscape in the style of Monet

Twinkl Lesson 2-Monet's Cityscapes

- Introduce Monet's cityscapes and share the paintings.
- Creating a cityscape using pastels

Session 3 Thickness of paint, creating a Van Gogh Landscape.

Twinkl Lesson 3-Van Gogh Landscapes

- Painting landscapes in the style of Van Gogh.
- Investigating thicknesses of paint.

Session 4 Van Gogh Night time Cityscape

Twinkl Lesson 4-Van Gogh's Starry Night

- Continue to investigate thicknesses of paint.
- Look at the different brushstrokes Van Gogh used.

Session 5 Metzinger-Use of colour

Twinkl Lesson 5-Metzinger's Colourful Landscapes

- Compare Metzinger and Monet as artists.
- Investigating the use of colour.

Session 6 Creating a mosaic collage landscape

Twinkl Lesson 6-Metzinger Mosaics

- Children to create a mosaic collage landscape
- Compare Metzinger, Van Gogh and Monet.



YEAR: 2 TERM: Summer: 2

TITLE: Lowry

REVISION / REMIND / REVISIT – Work on architecture in year 1	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">▪ Use a range of materials creatively to design and make products.▪ Develop a wide range of art and design techniques in using shape, form and space.▪ Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines. Key Vocabulary <ul style="list-style-type: none">▪ secondary/tertiary colours▪ Collage▪ Match stick figures▪ Seascape	Skills Developed <ul style="list-style-type: none">▪ Using a range of materials▪ 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▪ Develop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">▪ Compare two paintings.▪ Understand Lowry Colours.▪ Draw matchstick figures that show an action.▪ Use scissors safely and effectively.▪ Assemble a collage	<ul style="list-style-type: none">▪ Draw matchstick figures.▪ Assemble a collage.▪ Describe the work of at least one artist.	<ul style="list-style-type: none">▪ Appreciation of a selection of artists:▪ Lowry	Show case work as a display in a communal area for people to see.
	ASSESSMENT CRITERIA: Colour Talk about colour within pictures. Mix and match colours with an intended outcome. Investigate the use of different brushes and brushstrokes. Investigate different thicknesses of paint. Pattern Understand the term mosaic and use paper to create a mosaic collage. Artist Appreciation in the context of comparing works by LS Lowry. I can compare two paintings			SUGGESTED TIME FRAME: 6 sessions- Could be blocked over 2 days.	
	Line I can draw figures in a matchstick style. I can draw figures that show an action				
	SUGGESTED SEQUENCE OF LESSONS				

Session 1 Investigating the artist L S Lowry

- Twinkl Lesson 1- Who is LS Lowry?
- Comparing paintings.
- Recording opinions and outcomes (in sketchbooks)

Session 2-Investigating and making colours

Twinkl Lesson 2-Lowry Colours

- Looking at the colours Lowry used
- Mixing colours (Investigations of colours/ photographs to be recorded in sketchbooks)
- Painting their own seascape using the colours they have mixed.

Session 3 Perspective

Twinkl Lesson 3-Perspective

- Using colour to create perspective.
- Painting a Lowry city background. (Photographs for sketchbooks)

Session 4 Buildings

Twinkl Lesson 4-Buildings

- Looking at and drawing Lowry style buildings to use in our collages. (examples/photos for sketchbooks)

Session 5 Matchstick figures

Twinkl Lesson 5-Matchstick figures (examples/photos for sketchbooks)

- Children choose from different drawing media to draw a range of matchstick figures in various action poses.

Session 6

Twinkl Lesson 6-Lowry city collage (photos for sketchbooks)

- Children use their background, buildings and matchstick figures to assemble their own Lowry City Collage.