


















South Gosforth First School – Art and Design

Long Term Planning – Year 2

Term:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>History/</u> <u>Geography/</u> <u>Science Units</u>	Science: Why do different animals live in different places? Geography: What is it like to live beside the seaside?	Science: Why do different animals live in different places? History: How did the Great Fires change life in England?	Science: How do we choose the best material? Geography: Does land float on the oceans?	Science: Do living things change or stay the same? History: Why do people explore our earth?	Science: What should I do to grow a healthy plant? Geography: What would like be like to live in Kenya?	Science: What should I do to grow a healthy plant? History: How did Grace Darling, Florence Nightingale and Mary Seacole change the world?
<u>Art Unit</u>	<i>'Amazing Animals'</i>  <p>Pupils develop their drawing skills by learning to add tone to make their drawings look three dimensional. They use different gradients of pencil and experiment with tone by shading with varied pressure. They will apply their skills to create imaginative visual representations of animals, inspired by the work of Paul Klee. They will be introduced to sgraffito as a form decorating artwork.</p>	<i>'Sparks and Flames'</i>  <p>Pupils will use chalks, paints, collage and mixed media over the unit as they create fiery art. They will also use colour to create three dimensional drawings of lights and candles.</p>	<i>'Patterns all Around'</i>  <p>Exploring the formal elements of art: pattern and texture, pupils will create printed patterns using everyday materials and objects. They will also take rubbings using different media which will lead to further work exploring frottage. Pupils will also experiment with natural materials to create sculptures in the style of James Brunt.</p>	<i>'Being Human'</i>  <p>Pupils explore the work of Damien Hirst and Andy Warhol. They learn to draw and trace images of facial features that can be used to create oil pastel drawings and ink prints. They produce contemporary self-portraits, collages and peg figures made from wood, in the style of Edwina Bridgeman.</p>	<i>'African Art'</i>  <p>Pupils explore the work of Atta Kwami and will learn how to make abstract artwork using bold, vivid colours. They will create paintings, collages, weavings and mod roc masks inspired by African art.</p>	<i>'Superhero's'</i>  <p>Pupils will think about significant people throughout history will create portraits of famous heroines in the style of the Mexican artist Frieda Kahlo. They will also explore the work of Roy Lichtenstein and will create sculpture and pop art using mixed media.</p>
<i>Artist Study Work</i>	Ed Ruscha, Nancy McCroskey's and Paul Klee.	Laing Gallery Great Fire of Newcastle and Gateshead (unknown artists) Motoko Matsuda, Natalja Picugina, Sarah Lamb and Max Ferguson.	Max Ernst, James Brunt and William Morris.	Damien Hirst's, Julian Opie, Edwina Bridgeman and Andy Warhol.	Atta Kwami and El Anatsui.	Roy Lichtenstein and Frieda Kahlo.

<p><u>National Curriculum Objectives</u></p>	<p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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 -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.</p>	<p>-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 -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -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.</p>	<p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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 -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.</p>	<p>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 -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -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.</p>	<p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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 -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.</p>	<p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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.</p>
<p><u>Broken Down Objectives & Suggested Content</u></p>	<p>Formal Elements – Tone - 3D Pencil drawings After completing a line drawing of a piece of ribbon, pupils add tone to make it look three dimensional using different gradients of pencil in the style of Ed Ruscha. Skills– Drawing - shading Working in the style of Nancy McCroskey’s mural, ‘Suite in Black, White and Grey’, pupils draw six boxes, filling each with a line that starts at one edge and finishes at another, then experiment with tone by shading. Skills– Learning about artists Pupils identify the basic shapes within images of animals to be drawn. Animal Form- drawing animals Pupils draw features of animals on large sheets of</p>	<p>Skills lesson – The great fire of Newcastle and Gateshead Compare a number of paintings which illustrate the Great Fire of Newcastle and Gateshead (1854). Experiment with paint, pastel and layering to create a mixed media skyline of Newcastle and Gateshead 1854. Craft printing- The great fire of Newcastle and Gateshead Pupils develop their printing skills, creating an impressive print using shaving foam and ink to represent the flames and beams of the houses. Colour- Apply colour to create 3D pictures Explore the work of artist Motoko Matsuda and Natalja Picugina. Look closely at the colours and shapes seen in flames. They make collages of candles and create the background by mixing</p>	<p>Formal Elements – Repeating patterns Pupils will learn how to use everyday materials to create patterns. Having collected a selection of interesting objects, pupils dip them in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper. Art Skills- Pattern and Shape Introduce mandala art and how it often uses symmetry, repeating patterns, fractions and concentric designs. Pupils look at the design, create and photograph their own creative mandalas. Formal Elements – Taking rubbings Pupils will learn how to make a rubbing on a</p>	<p>Human Form – Skulls Taking inspiration from Damien Hirst’s ‘Cornucopia’ collection, pupils trace an image of a skull and then adorn it using a medium and pattern of their choice. Human Form – Making faces Pupils create a collage made up of different facial features that they have selected and cut from magazines. Human Form – Opie style portraits Pupils create a self-portrait in the style of contemporary British artist Julian Opie, using lines and dots. Human Form – Peg figures Having seen the work of craftsman Edwina Bridgeman, children will be</p>	<p>Skills lesson – Craft- Weaving Pupils learn about African art, in particular, about woven textiles. They learn about the use of colour and pattern in textiles and look at photographs of African looms. Pupils create individual weavings and contribute to a whole class piece of weaving on a cardboard loom. Skills lesson – Craft (recycled materials tapestry) Explore the work of African artist El Anatsui. They collect materials then cut and shape them to create patterns. They explore different ways of joining the materials using paper clips, wire and by threading. Once the installations have</p>	<p>Portraits- Frieda Kahlo inspire Pupils make sketches of ‘The Frame’ and practise drawing flower, birds and patterns that they wish to include on their own frames. They create frames using mixed media. They choose Florence Nightingale, Grace Darling or Mary Seacole as their portrait subject. They practise making simple sketches of chosen portrait in sketchbook. They plan the size of portrait needed to fit in the frame and draw and then paint or use oil pastels to create a portrait of the subject. Pupils mount their portraits in the Kahlo frames and plan and create a gallery exhibition of their work. Sculpture and media</p>

	<p>paper. They select images of animals studied during science lessons and begin to draw them using charcoal. They add detailed features such as eye, fur and ears.</p> <p>Mixed Media- Cat and Bird Pupils study the work of artist Paul Klee who features animals in his artwork. They look closely at <i>Cat and Bird</i> (1928) and compare its style with that of others works featuring cats by Klee. They sketch and draw pictures of cats and birds and apply colour using oil pastels. Then they create an abstract background using sponges and applying a pallet of colours. Pupils explore composition as they layer the pictures onto the background.</p>	<p>different hues of yellow and red.</p> <p>Tone: 3D Colour drawings- Christmas themed As a class, discuss the features and techniques the artist has used to make the paintings look realistic. Discuss the different shapes, the light and dark and their understanding of tone. Look at some examples of realist artists online, some good modern examples include Sarah Lamb and Max Fergusson. Pupils will create a string of lights on the white card, before cutting them out and sticking them to the black card. They will apply to look opaque.</p>	<p>textured surface such as a leaf or textured wallpaper. Using media of their choosing, pupils go in search of textures that interest them to take rubbings of them.</p> <p>Formal Elements - Frottage Pupils are introduced to 'frottage', tearing their rubbings from the previous lesson to make pictures in the style of the artist who created the technique, Max Ernst.</p> <p>Sculpture and Print- clay Pupils will combine their learning of materials, patterns and texture by exploring the work of William Morris. They identify the characteristic features of Morris's work and make pencil drawings like those in his own sketchbook. The pupils make their own printing blocks from modelling clay.</p>	<p>inspired to give a simple wooden peg a new lease of life, transforming it into a peg figure with a face, hair and clothes.</p> <p>Human Form – Monoprinting Pupils explore the colourful screen-printed work of Andy Warhol. They recreate some of his famous pictures using a variety of art media. They learn about the printing processes that can be used to create images and watch videos of Andy Warhol creating his screen prints and watch demonstrations of how to produce monoprinting. Pupils use photocopies of famous people or themselves, to create their own monoprint.</p>	<p>been created, paint or spray paint is used to add metallic colour.</p> <p>Shape- Geometry Pupils explore the work of African artist Atta Kwami. They create a background for their artwork using 2D shapes and bold colours. They add silhouettes using white card covered in black wax resistant crayons. They etch patterns into the wax.</p> <p>Sculpture- Mod Roc African mask Pupils learn about masks worn by African people during cultural and religious ceremonies. They draw and design features that they would like on their own masks. Pupils build up a plastic mask by adding strips of wet mod roc. Once dry, they paint and decorate the masks referring to their designs within their sketchbooks.</p>	<p>Pupils will explore the work of Roy Lichtenstein. They will work in groups to create a composition with figures, splashes and action words, adding texture, definition and pattern to the piece.</p> <p>Sculpture and media Building on the previous session, in groups, pupils work a colour wash into their piece and using their fingers, apply a dot matrix effect, similar to that in Lichtenstein's 'Explosion'.</p> <p>Sculpture and media Pupils finish their compositions by making them 'pop', adding bright pastels in sections and applying a black shadow highlight so the figures stand out.</p>
<p><u>Prior Learning & Understanding – 'Why here, why now?'</u></p>	<p><u>'Why here, why now?'</u> This unit focus on developing drawing skills and moves onto drawing animals using different media. They will look for shapes in images of animals and will add tone by shading. This unit fits in with the Y2 Science unit Living Things.</p>	<p><u>'Why here, why now?'</u> This unit builds on the drawing and colour skills previously taught. Pupils use colour and tone to make drawing appear 3-dimensional. They are developing techniques in collage and composition. This fits in with the Y2 History unit of 'How did the Great Fires change life in England?'</p>	<p><u>Why here, why now?'</u> Pupils will explore materials, texture and pattern making. They are introduced to two new techniques; rubbings and frottage, both will develop their drawing skills and understanding of texture. This unit fits in with the Y2 Science unit 'Uses of Everyday Materials.'</p>	<p><u>Why here, why now?'</u> Pupils learn about how artist photograph and make visual representations of humans in their artwork. Pupils learn to make collages and monoprints inspired by Andy Warhol. Links have been made to Y2 Science where pupils will be learning about how humans change as they grow.</p>	<p><u>Why here, why now?'</u> This unit links to Y2 work in Geography and Science. It builds on previously taught skills in sculpture and printing. It also introduces pupils to weaving and tapestry.</p>	<p><u>Why here, why now?'</u> This unit links to learning about significant people in history; heroines and heroes. Pupils build on the skills taught throughout the year in drawing, painting and working with mixed media.</p>

<u>Key Vocabulary</u>	Colour, line, pattern, tone, shape, form, shading, three-dimensional, experiment, design, straight, curved, edge, horizontal, vertical.	Shape, silhouette, template, overlay, mixed media, collage, tear, flame, fire, fiery, sparks, mood.	Artists, sculptor, sculpture, modern, materials, man-made, natural, mandala, symmetry, repeating patterns, rubbing, surface, texture, frottage, tear, textile designer, symmetry, symmetrical, repeating, colour, block tile.	Face, proportion, detail, facial features, contours, skull, decorate, pose, collaborate, layer, scrape, etch, scratch, print, monoprint, image.	Africa, African, traditions, traditional, ceremony, tribal, geometry,	Pastel, shadow, paint wash, scale, explosion, action words, expression, surrealist, hero, heroin, portrait.
<u>Enhancements, Enrichment & 'Hooks'</u>	<u>'Drawing of Animals' Exhibition for Year 1</u>  <p>Year 2 pupils plan an exhibition of artwork completed for Year 1. Pupils display work and discuss working process with pupils in small groups.</p>	<u>'Colour and Collage' Exhibition</u>  <p>Pupils share examples (photographs, labels, artwork etc.) of artwork and experimentation with colour, drawing and collage. Pupils Great Fire of Newcastle and candle collages will be displayed as a finished piece of artwork.</p>	<u>'Patterns all Around' Photo Gallery</u>  <p>Year 2 plan and hold a photo gallery of artwork mandala art created for Year 2 area. They also display artwork created using frottage and clay work.</p>	<u>'Humans and Animals' Exhibition</u>  <p>Pupils from each class display their artwork of humans. They discuss work completed and possible improvements. Class artwork will form an exhibition for parents to visit.</p>	<u>'African Art' Exhibition</u>  <p>Pupils from each class display their weaving, visual art and masks. They discuss work completed and possible improvements. Class artwork will form an exhibition for parents to visit.</p>	<u>'The Frame' Kahlo heroines Parent Exhibition</u>  <p>Pupils work together to create an exhibition of their paintings for parents. Artwork, labels, captions, making process photographs etc. to be displayed.</p>
<u>Whole school Enrichment & Enhancement</u>	 <p>Whole School Christmas Card making and Christmas crafts.</p>	<p>Whole school visit to Baltic Centre for Contemporary Art. Pupils will have a tour of the gallery, explore the artwork on exhibition and take part in some practical art activities. There will be a whole school art afternoon where pupils will create their own artwork inspired by the collections visited. Artwork will be displayed within the school for parents to visit.</p> 			<p>Whole school visit to the Laing Art Gallery. Pupils will have a tour of the gallery and will choose 1 piece of artwork per class to study. There will be a whole school art afternoon where pupils will create a piece of visual art, dance, music or other form of expressive art inspired by the chosen piece of artwork.</p> 	

<u>Pupil Outcomes</u>	Pupils can draw lines with increased skill and confidence. They experiment with pencils to create tone and use tone to create form when drawing.	Pupils have had the revisit and extended their skills in drawing, colour and collage work. They can add colour to make images appear 3D.	Pupils have studied the work of a British artists and sculptor. They also planned and created a photo gallery of their Mandala work.	Pupils have the opportunity to showcase their artwork and discuss the learning process with pupils in Year 1.	Pupils will produce their own weaving using paper and will contribute to a class weaving using fabric. They know how different materials can be used to produce a tapestry.	Pupils have used the drawing and painting skills taught this year to create portraits. Pupils will have the opportunity to review the making process and finished product whilst planning and showcasing their work in a parent exhibition.
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