

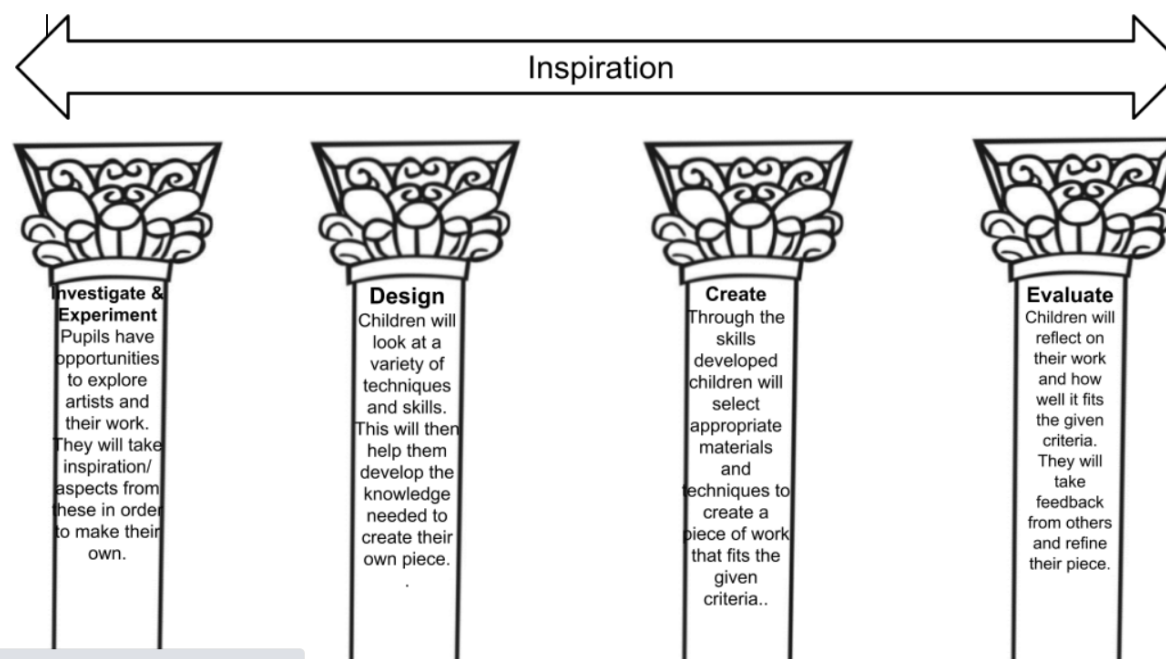
Wragby Primary School – Art Long Term Plan Year 2

Key Stage 1 Programme of study

Pupils should be taught:

- 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.
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GOLDEN THREADS FOR ART AND DESIGN



	Drawing and sketchbooks	Surface and colour (Painting, printing, collage)	Working in 3D (Sculpture, textiles)
Objectives	Children demonstrate control and accuracy when drawing using pencils, pastels, chalk and oil pastels. • Children begin to add detail to picture and begin to use side of pencil to add shading detail.	To explore creating tints and shades in a variety of different colours • To experiment with different painting effects such as washes, blocking and thickened paint • To explore paint effects and techniques used by famous artists (Ted Harrison) • To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge • To create a final piece that applies two different painting effects	• To explore arrangements using natural materials • To explore famous artists who create natural sculptures • To twist, knot, tie, intertwine and construct using natural materials • To observe and use colours, textures, shapes and patterns in natural materials

	Children can describe which drawing tools blend easily and which don't blend	To communicate reasons, thoughts, observations and feelings about art work created	- To work with others to create a group piece of artwork using natural materials - To communicate reasons, thoughts, observations and feelings about work created
Autumn Term Postman Pat Family Tree	Pencil Portraits Developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. - Can they understand where they might use different grades of pencil in their drawing and why? - Can they use different shading techniques to create different tones? - Have had an experience of working on a variety of types/colours/shapes and sizes of paper. - Working in a variety of ways: on a table/floor etc. 	Watercolour portraits - - Have the correct language for equipment and media they use. - Confident at mixing and predicting colours. - Confident about lightening and darkening colours and confident to make own black. - Confident to work independently, in groups and as a class. Experiment with watercolour techniques to create different effects. (Adding colour to portraits) Digital 2Paint creating pictures, Confident at using tools to create range of effects Experiment with colour and pattern Select tools and colours to create finished card. Evaluate and adapt digital image by saving their work in different stages 	Stick people family - Chris Kenny - Be aware of and put into use safe practise. - Be confident in shaping and modelling materials from both observation and imagination. - Mould, form and shape and bond materials to create a 3D form - Apply a smooth surface to a sculptural form?
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Spring Term Pirates	Drawing Fruit • Can they use a viewfinder to focus on a specific part of the fruit before drawing it? Cezanne Dennis Wojtkiewicz 	Water colour Powder paint Ted Harrison Alaskan Land/seascape • Have the correct language for equipment and media they use. • Confident at mixing and predicting colours. • Confident about lightening and darkening colours and confident to make own black. • Confident to work independently, in groups and as a class. • Experiment with watercolour techniques to create different effects. • Selects the best material for the job. (water colour) 	Clay Archimboldo Vegetable faces (cc Science) • Use sculpture to develop and share their ideas, experiences and imagination. • Be aware of and put into use safe practise. • Be confident in shaping and modelling materials from both observation and imagination. • Mould, form and shape and bond materials to create a 3D form • Apply a smooth surface to a sculptural form • Talk about their work and explain it • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work 
	Drawing and sketchbooks Children demonstrate control and accuracy when drawing using pencils, pastels, chalk and oil pastels. • Children begin to add detail to picture and begin to use side of pencil to add shading detail. • Children can describe which drawing tools blend easily and which don't blend	Surface and colour (Painting, printing, collage) • To explore creating tints and shades in a variety of different colours • To experiment with different painting effects such as washes, blocking and thickened paint • To explore paint effects and techniques used by famous artists • To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge • To create a final piece that applies different painting effects • To communicate reasons, thoughts, observations and feelings about art work created	Working in 3D (Sculpture, textiles) See DT LTP
Objectives			

Summer Term Circus	Drawing Developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work. Britto Patterns 	Oil Pastel Romero Britto- pattern, line, shape, form and space • Discussing a range of drawings in different media by different artists from a variety of cultures they have learned about. Selects the best material for the job. Experiment with colour and pattern 	Textiles – DT Puppets- Templates, Joining See DT LTP
EVALUATING	GREATER DEPTH	THINKING DEEPER QUESTIONS	
• <i>Talk about their work and explain it</i> • <i>Describe what they think or feel about their own and others’ work</i> • <i>Think of ways to adapt and improve own work</i> • <i>Can they make links to an artist to inspire their work?</i> • <i>Can they make topic links to their art?</i> • <i>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</i> • <i>Begin to use ways to improve work Explore ideas and change what they have done to give a better result</i>	• <i>Can they make comparisons between their own artwork and other artists’?</i> • <i>Can they articulate what they are trying to express in their own artwork?</i> • <i>Can they make suggestions for improvement in their own and others’ artwork?</i> • <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i>	• Why did you have the reaction you first had to this artwork, and has it changed the more you look at the artwork? • Which area/part of the artwork is the most important? Why? • How would you describe this artwork to someone who has never seen it? • What elements of the artwork seem real? Imaginary? Dreamlike? • Which adjectives would you not use to describe this? • Which song would you play with this artwork? • How do you think this artwork was made? • What story is this art telling/recreating? • How do you think the artist was feeling while creating this? • What title should this artwork have?	

