

Year: 2	Term: Autumn 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Life in Colour	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Painting	
Key Learning	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	
Prior Learning	<ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates 	
Future Learning	<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	

Thackley Primary School

Key Vocabulary	Overlap, detail, surface
Prior Vocabulary	Hue, shade, primary colour, secondary colour, pattern, mix, blend, print, shape, kaleidoscope, space
Future Vocabulary	Composition, pigment, prehistoric, proportion, smudging, tone
Activities	<ul style="list-style-type: none">• To develop knowledge of colour mixing• To know how texture can be created with paint• To use paint to explore texture and pattern• To compose a collage, choosing and arranging materials for effect• To evaluate and improve artwork
Artist Focus	Romare Bearden
Links to Other Subjects	

Thackley Primary School

Year: 2	Term: Spring 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Tell a story	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Drawing	
Key Learning	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	
Prior Learning	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	
Future Learning	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way 	
Key Vocabulary	tippling, sketch, illustrator, illustrations, expression, emotion, texture, blending	
Prior Vocabulary	Vertical, horizontal, diagonal, cross-hatch, optical art, 2D shape, 3D shape, abstract, narrative, printing, shade, form, continuous, lightly, firmly, shadow, charcoal, pastel	

Future Vocabulary	Geometric, organic, object, arrangement, light, dark, shading, tone, form, scale, rubbing, surface
Activities	<ul style="list-style-type: none">• To develop a range of mark making techniques• To explore and experiment with mark-making to create textures• To develop observational drawing• To understand how to apply expressions to illustrate a character• To develop illustrations to tell a story
Artist Focus	<ul style="list-style-type: none">• Quentin Blake
Links to Other Subjects	<ul style="list-style-type: none">• Maths – geometry – properties of shapes

Thackley Primary School

Year: 2	Term: Summer 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Clay houses	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Sculpture	
Key Learning	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	
Prior Learning	<ul style="list-style-type: none"> • 	
Future Learning	<ul style="list-style-type: none"> • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui. 	
Key Vocabulary	Pinch pot, ceramic, glaze, score, surface, slip, join, relief, detail, impression	
Prior Vocabulary		
Future Vocabulary	Visualisation, model, hollow, figurative, typography, positive space, negative space	
Activities	<ul style="list-style-type: none"> • To use my hands as a tool to shape clay • To shape a pinch pot and join clay shapes as decoration • To use impressing and joining techniques to decorate a clay tile • To use drawing to plan the features of a 3D model 	

Thackley Primary School

	<ul style="list-style-type: none">• To make a 3D clay tile from a drawn image
Artist Focus	<ul style="list-style-type: none">• Rachel Whiteread
Links to Other Subjects	<ul style="list-style-type: none">• Design and technology – design and make