

Class: Year 2

Unit	WTS	EXS	GDS
<p>Aut 1/2 Unit title: Drawing – Understanding tone and texture</p>	<p><u>National Curriculum coverage</u> - Experiment with a range of materials to create marks and tones. - Use different pressures and control to make different marks. - Describe the texture of objects. - Identify how artists use tone. - Control shading to show tone. - Sketch simple shapes lightly so that changes can be made. - Refine a drawing by building up the outline of an object. - Pose to show a clear expression and head position to create a photograph.</p>	<p><u>Key artistic skills</u> Generating ideas: - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques Using sketchbooks: - Experiment in sketchbooks, using drawing to record ideas - Using sketchbooks to help make decisions about what to try out next. Making skills: - Demonstrating increased control with a greater range of media. - Making choices about which materials and techniques to use to create an effect. - Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	
<p>Spr 1/2 Unit title: Sculpture and 3D – Clay Houses</p>	<p><u>National Curriculum coverage</u> - 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</p>	<p><u>Key artistic skills</u> Generating ideas: - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques Using sketchbooks: - Experiment in sketchbooks, using drawing to record ideas - Use sketchbooks to help make decisions about what to try out next Making skills: - Further demonstrate increased control with a greater range of media - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials Knowledge of artists: - Talk about art they have seen using some appropriate subject vocabulary - Create and critique both figurative and abstract art, recognising some of the techniques used Evaluating and analysing: - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it - Begin to talk about how they could improve their own work.</p>	
<p>Sum 1/2 Unit title: Craft and Design – Woven Wonders</p>	<p><u>National Curriculum coverage</u> - Give an opinion about whether an activity counts as 'art' - Listen attentively to a visitor describing their creative interests - Draw and talk about a remembered experience of making something creative - Independently choose and measure lengths of wool and join wool sections together - Adjust their wrapping technique if something doesn't work well - Show that they are selecting colours thoughtfully - Be open to trying out a new skill - Show that they are choosing materials based on colour, thickness and flexibility - Show resilience and keep going when things don't go right the first time - Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc)</p>	<p><u>Key artistic skills</u> Generating ideas: - Explore their own ideas using a range of media Using sketchbooks: - Use sketchbooks to explore ideas Making skills: - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures - Make choices about which materials to use to create an effect - Explore and analyse a wider variety of ways to join and fix materials in place Knowledge of artists: - Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work Evaluating and analysing: - Describe and compare features of their own and others' artwork</p>	

	<ul style="list-style-type: none">- Weave with paper, achieving a mostly accurate pattern of alternating strips- Describe their own weaving and compare it to Vicuna's artwork- Attach things securely to their box loom- Remember the process needed for weaving and attach some elements in this way- Discuss the choices they make and what they like about their finished work	<ul style="list-style-type: none">- Evaluate art with an understanding of how art can be varied and made in different ways and by different people
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