

Autumn term – Year 2

Skills

Drawing

- Draw on different surfaces with a range of media.
- **Line**-control lines made from copying and invent new lines.
- **Tone**-make light and dark lines, patterns and shades by using and selecting different media.
- **Texture**-discuss a range of different textures in drawings.
- **Shape**-draw shapes from memory and invent new shapes in art work.

Painting

- Experiment with a range of tools and techniques.
- Name different types of paint and their properties
- Explore warm and cool colours and the emotions linked to these.
- Print using a variety of materials and objects.

Digital

- Use simple graphics programs to create images and effects.

Collage

- Use a range of materials.
- Copy images using different media and then create their own work.
- Sort and group materials for different purposes.
- Use a variety of techniques.

Artists

- Find out about the work of different artists, craft makers and designers.
- Copy others artwork and begin to make links to their own work.

Painting – Warm/cool colours 1

Artist study Mark Rothko- Abstract art



Know elements of basic colour wheel. Show warm and cool colours. Create own mixed colour wheels. Use warm and cool colour knowledge to create painting inspired by Mark Rothko

- Revise knowledge of colour wheel, including primary and secondary colours. Discuss warm and cool colours.
- Create own colour wheels to show these. Colours need to be mixed.
- Explore and discuss work by Russian Abstract artist Mark Rothko. 'Light Cloud Dark Cloud', 'White and Greens in Blue' and 'White Centre'. He chose colours carefully to show different feelings. Which colours show which mood? Discuss.
- Ask – What do you see when you look at this painting? What kind of colours have been used? How would you describe them? What shapes and lines can you see? How was the artist feeling when he painted these? How does the painting make you feel? Make notes in sketchbooks.
- Experiment with mixing colours to create own mood colour painting. Annotate with notes.

Collage Unit (6 hours sub-divided below)

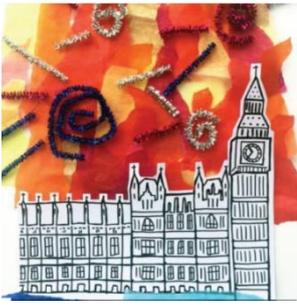
Mixed media – Collage 1



Know about background of Gunpowder Plot. Use pastels and chalk to create fireworks exploding.

- Look at film and photographs of fireworks. Ask how we can show movement and direction in a picture? (Direction of brushstrokes, bold direction, repeating elements, curved lines).
- Encourage bold curved lines to show movement. Encourage children to fill the page.
- Use several colours within a spectrum to add depth e.g., pink, red, orange and yellow could show depth of colour from a single firework.
- Use an overlay of tracing paper or finish with spray to prevent smudging.

Mixed media – Drawing – Digital art -Collage 2



Use of digital media to draw Houses of Parliament. Use of overlay to create pencil / pen drawing to be used in collage composition.

- Study images of Houses of Parliament and city skyline.
- Use App such as Picsart Color: Draw & Paint which allows you to draw over and edit an uploaded photograph or image.
- Use tracing paper to trace outline or image of Houses of Parliament. This could be colour washed to be cut out and used in final piece.

Mixed media – Collage 3



Create multi-dimensional mixed media collage based on Gunpowder plot. Pastels for fireworks with silhouettes of Houses of Parliament and/or Guy Fawkes.

- Using knowledge of previous sessions, children will know how to build up layers in their mixed media collage.
- They will create a pastel inspired firework background,
- Foreground will show Houses of Parliament in whichever format has been decided upon by the child.
- The finished piece will show depth of field and have a range of media.

Spring term – Year 2

Skills

Drawing

- Draw on different surfaces with a range of media.
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- **Texture**-discuss a range of different textures in drawings.
- **Shape**-draw shapes from memory and invent new shapes in art work.

Painting

- Experiment with a range of tools and techniques.
- Use an increasing range of tools and techniques.

Sculpture

- Manipulate malleable materials for a purpose.
- Experiment with constructing and joining different materials.
- Create 3D work from 2D images.

Digital

- Take photographs of their surroundings and use these in their artwork.

Artists

- Find out about the work of different artists, craft makers and designers.
- Describe the differences/similarities between different practices and disciples.
- Copy others artwork and begin to make links to their own work.

Drawing Unit (4 hours)

Artist study - Nancy McCroskey



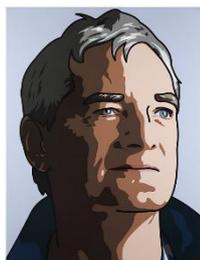
Working in the style of 'Suite in Black, Grey and White', children create six boxes experimenting with line, tone and shade.

KAPOW- Year 2 – Art and design skills – L4 drawing: shading

- Display 'Nancy McCroskey - Suite in Black, White and Grey, 1992'
- Ask children what they notice about the design (each square is filled with a different design). Ask them which objects they recognise.
- Ask: why do they think the piece is called 'Suite in Black, White and Grey'? Draw pupils' attention to the variety of tones of grey in the artwork.
- In each area, the children take their pencil for a walk and make a line that starts at the edge of a square and finishes at the edge (not necessarily at the same point). The line can be straight or curved. Give the pupils the opportunity to be creative.
- Pupils could also draw an object, Nancy McCroskey makes a leaf shape in one of her squares.
- Now, using their pencils, the children shade in the areas they have created: pressing lightly will make a light tone, harder will make a heavier tone. Model to them that they can make the shading neater if they shade back and forth no more than a centimetre – this will give better control.
- Encourage them to work slowly to avoid going over the lines at the edge of each area. If they do, they can use a rubber to neaten up any messy edges.

Drawing Unit – digital and pen

Artist study - Julian Opie



KAPOW- Year 2 – Human Form L4 – Opie style portraits

Children to take photographs of each other to be uploaded/printed before the lesson. Draw self-portrait.

- Portrait of James Dyson by Julian Opie. Discuss what is interesting about the style, drawing the children's attention to; the use of thick black lines that go around the outline of the face, shoulders, neck and hair, the dots and lines are used to mark the nostrils, the mouth is marked in just a black line, the eyes are dots and lines, and the eyebrows are outlined. Ask the children to discuss what they like or dislike about the portrait.
- Hand out to each pupil, their own black and white portrait photograph, which will be inside a clean plastic wallet or laminate. Use black marker pens to trace the outlines of their portrait in the same style as Julian Opie. Remind pupils not to include details and only to draw the absolute minimum.
- Paint could then be added to the laminate.

<p>Painting (2 hours) Artist study - Clarice Cliff</p> 	<p>KAPOW- Year 2 – Art & design skills – L3 Design: Clarice Cliff Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate using painted circles and trees blown with a straw.</p> <ul style="list-style-type: none"> • Ask the children to focus on how Clarice Cliff uses the bright rainbow colours of the concentric circles in the background contrasted with the black silhouette of the tree. Ask; -Has all the space been filled? Why have some areas been left white? What colours were chosen for the circles? Why do you think Clarice Cliff chose these? What colours will not stand out behind the black trees? • On a paper plate, paint concentric circles using bright rainbow colours, keeping in mind the circles in the Clarice Cliff designs. Leave to dry. • While the circles are drying, the children can practise making the black tree shapes. Begin by pouring the black paint carefully into a blob on the paper. • Blow the paint up towards the top of the page from the blob to create the trunk – then blow out from the trunk to create the strands that should resemble the branches. • When the circles are dry, the children are ready to create the tree shapes onto their plates.
<p>Sculpture Unit – weaving (2 hours)</p> 	<p>KAPOW- Year 2 – Art & design skills – L2 Craft; Weaving a picture Thread strips of paper to create a weave pattern, selecting a shape to overlap.</p> <ul style="list-style-type: none"> • Ask the pupils to look and see if they can find any examples of weaving around them. Get them to closely at the fabrics in your clothes or other materials, some of them will have been made by weaving. • Give each pupil two different coloured sheets of A4 paper. Show them how to cut the paper into strips by folding – one sheet horizontally and one vertically. • The horizontal strips need to be stuck to the card using tape to secure them and the vertical strips are woven in between – producing a weave pattern. Glue the completed weave pattern to the card to secure. • Draw a simple shape onto A4 paper and cut out to create a template. • Glue the cut-out overlay template onto the weave pattern and decorate it as desired.
<p>Sculpture Unit- clay (2-3 hours)</p> 	<p>KAPOW- Year 2 – Art & design skills – L1 Craft; Clay Develop sculpting and modelling skills, experiment with different objects to create interesting textures on the surface of a clay tile. Have collected objects with patterns and textures before the lesson.</p> <ul style="list-style-type: none"> • Model how to knead clay to remove air bubbles. • Experiment with pressing the objects into it, using fingers/thumb to rub it smooth again. Explore several items to see the different effects that are created before selecting their favourite. They then carefully create their repeat pattern into the tile itself. • Roll out your clay evenly using a rolling pin. As a guide, roll out until it is as thick as your little finger. Lift off the clay board. • Apply the template and cut around carefully. Lift off the clay board. • Use a selection of objects to impress design into the clay. Smooth out any rough edges using fingers, or a sponge dipped in water. • When dry (1 week), kiln fire, unless using air dry clay. (See AOH for kiln usage).

Summer term – Year 2

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Painting

- Experiment with a range of tools and techniques.
- Name different types of paint and their properties.
- Use an increasing range of tools and techniques.
- Explore warm and cool colours and the emotions linked to these.
- Print using a variety of materials and objects.

Sculpture

- Experiment with constructing and joining different materials.
- Create 3D work from 2D images.

Digital

- Take photographs of their surroundings and use these in their artwork.

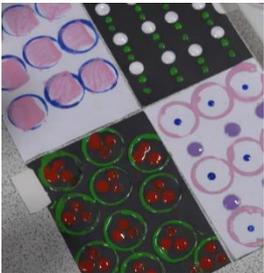
Collage

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Artists

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Painting (2 hours)



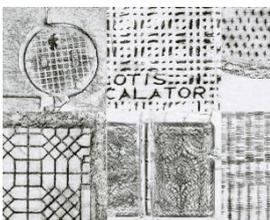
KAPOW- Year 2 - Formal Elements-L1 Repeating Patterns

Create repeating patterns using inspiration from the environment. Use paint to vary direction and pattern. Variety of papers and colours.

- Before the lesson, make a collection of bottle tops, yoghurt cartons, rubbers, thick card cut into strips, pieces of balsa wood, dowelling – anything that can create a geometric pattern when dipped in paint
- Look for repeating patterns in the room, look closely at everything, including own clothing. You might have some objects on the table e.g., a pomegranate, a patterned tile, a piece of fabric.
- Dip the object into the paint/ink and create a repeating pattern onto a square of black paper.
- This pattern can be arranged in any direction but must go from edge to edge. The repeated pattern shape can be used for the whole of the square or swap to another shape and create a contrasting line.
- Demonstrate overprinting.
- Use objects and paints to create own repeating pattern.

Texture and Collage Unit (4 hours)

Drawing



KAPOW- Year 2 - Formal Elements – L2 Texture 1- Taking rubbings

Children search for a variety of textures that inspire them to take rubbings e.g. wallpaper, Lego, and bark. Use of outdoor environment.

- Model how to make a rubbing on a textured surface using a dark coloured wax crayon showing that the drawing tool needs to be used in a particular way (the side) to achieve a rubbing.
- Search for as many different textures as possible within the chosen working space, using a variety of colours and drawing tools. Aim for at least four different textures per A4 sheet.
- Experiment with different tools, and make sure that the texture is bold and easy to see.
- If working outside, encourage working from different angles e.g. standing up, lying down and sitting down to take rubbings.
- Collect the rubbings on loose paper to use for next session.

Texture and Collage Unit
Artist study – Max Ernst

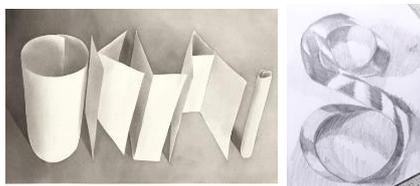


KAPOW- Year 2 - Formal Elements- L3 Texture 2- Frottage

Introduce the term *frottage*. Children will tear their rubbings to create a picture in the style of Max Ernst who created the technique.

- Display 'The Bride of the Wind', 'The Entire City'. the piece 'The entire city' by Max Ernst. Ask the children how they think Max Ernst made the picture. What did he make rubbings of to create these interesting textures? The answer is: an old wooden floor. In art, frottage is the technique or process of taking a rubbing from an uneven surface to form the basis of a work of art. The term frottage was created by the artist Max Ernst.
- Look at previous rubbings to see if there are any textures that look like the ones used by Ernst.
- Pupils are going to be working with their rubbings from the previous lesson and using a technique called 'tearing' to create shapes. Model how to 'tear' using both hands to create a shape.
- Using this technique of 'tearing', ask the children to create something. Either be specific about what to create or give them freedom to be as creative as they like. They could make an imaginary animal, like Ernst, or a landscape, planets in space or a face.
- Explain to the pupils that contrasting textures will look better together and encourage them to use large and small selections.

Drawing Unit – shade and tone (4 hours) Artist study – Ed Ruscha



KAPOW- Year 2 - Formal Elements – L4 Tone 1 – 3D pencil drawings

Know that tone means light and dark Use different grades of pencil to create 3D drawing using ribbons, based on artist Ed Ruscha.

- Look at the image 'Eye' by Ed Ruscha: 'Eye' by Ed Ruscha'. How did the artist make this drawing? (He probably arranged paper strips or ribbon and drew what he could see). Has the artist made the word look 2D or 3D? How?
- Model how each grade of pencil can be used to make tones that go from light to dark. Ask the pupils to see if they can create more tones by using the softer pencil in their sketchbooks.
- Arrange a piece of ribbon into interesting shapes (not words). Experiment with ribbons, then finalise position.
- Use HB pencil to sketch the outlines of their designs and then move onto shading. Observe where there are light tones and adding those to their drawings by shading, moving onto darker tones.

Drawing Unit – shade and tone -3D colour



KAPOW- Year 2 - Formal Elements – L5 Tone 2 – 3D colour drawings (as guidance)

Use previous knowledge of light and dark. Use coloured pencil, chalk and pastels to create a composition inspired by T2 e.g., flowers, fruit and vegetables, plants, outdoor world.

- Remind of previous sessions where light and dark have been shown through shading in pencil. How can we do this using colour? (Lighter pencil touch, darker and lighter colours).
- Encourage close observation of subject.
- Begin with outline to ensure proportion is correct, moving onto finer detail.
- Use HB pencil to sketch the outlines of their designs and then move onto shading. Observe where there are light tones and adding those to their drawings by shading, moving onto darker tones.
- If using pastels, model how lighter areas will need white or lighter colours.

Sculpture (2 hours)
Artist Study – Andy Goldsworthy



Use of artwork by **Andy Goldsworthy** to inspire outdoor sculptures. Use of digital media to record and discuss results.

- Andy Goldsworthy is a British sculptor, photographer, land artist, and environmentalist, who is best known for the transient works that he creates in nature using materials found at the site.
- Look at work by AG. 'Storm King Wall', 'Magical Land'. Discuss materials used, colours and shapes. Do children like his artwork? Why? How does it make them feel?
- Children will work collaboratively to create their own nature sculpture.
- Begin with walk in the school grounds to establish sites and materials to be used.
- Plan design into sketchbooks annotating with notes.
- Group to record their work digitally. Photographs annotated outlining thinking behind the finished piece. Gallery to show all work would be ideal.