

## Art & Design

YEAR 2	AUTUMN FOCUS	SPRING FOCUS	SUMMER FOCUS
	<p><b>Topic: Fire Fire!</b>  <b>Art &amp; Design – Colour Mixing &amp; Matching</b>  <b>Artist Focus: William Cook</b></p> <p><b>VISIT/TRIP:</b>                      Whipsnade Zoo (Science)                      WOW day: glass jars, mashcam portraits, baking bread rolls.                      WOW day: festival of lights (Diwali, bonfire night)</p> <p><b>DISPLAY:</b>                      Fire silhouette layered pictures                      Festival of lights (Diwali, bonfire night)                      Design Ideas board</p> <p><b>FINAL PRODUCT:</b>                      Great Fire of London silhouette picture</p> <p><b>Opportunities for Exploring Diversity:</b>                      Diwali: clay Diya lamps, Rangoli patterns,</p>	<p><b>Topic: Intrepid Travellers</b>  <b>Art &amp; Design – Dancing Ladies</b>  <b>Artist Focus: Bernard Hoyes</b></p> <p><b>VISIT/TRIP:</b>                      Florence Nightingale / Mary Seacole workshop in school                      WOW day: Jamaican carnival and Easter celebration</p> <p><b>DISPLAY:</b>                      Dancing lady artwork                      Healthy eating</p> <p><b>FINAL PRODUCT:</b>                      Dancing lady artwork</p> <p><b>Opportunities for Exploring Diversity:</b>                      Case study: Jamaica, life of Mary Seacole, Jamaican food,                      Jamaican carnival celebration.                      Chinese New Year (Story Telling)                      World Book Day.</p>	<p><b>Topic: Oh I Do Like To Be Beside The Seaside</b>  <b>Art &amp; Design – Using Nature for Design</b>  <b>Artist Focus: TBC</b></p> <p><b>VISIT/TRIP:</b>                      Puppet workshop in school - Adrienne (Press Puppets)                      Southend Beach and Aquatic Center</p> <p><b>DISPLAY:</b>                      Seaside Then and Now                      Puppets</p> <p><b>FINAL PRODUCT:</b>                      Collection of seaside artwork</p> <p><b>Opportunities for Exploring Diversity:</b>                      History of the circus: Pablo Fanque.</p>
<b>Artist/Texts/websites</b>	<p>Colour mixing: <a href="http://trycolors.com/">http://trycolors.com/</a></p> <p>Colour mixing song:  <a href="https://www.youtube.com/watch?v=IwfZvRuE7s8">https://www.youtube.com/watch?v=IwfZvRuE7s8</a></p> <p>William Cook - Blaze of Glory  <a href="https://www.bbc.co.uk/programmes/articles/19KLTps7SJLrf10Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames">https://www.bbc.co.uk/programmes/articles/19KLTps7SJLrf10Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames</a></p> <p>Making 3D GFoL houses</p>	<p>Drawing rhythm and movement:  <a href="https://www.youtube.com/watch?v=98AoTHu95ZM">https://www.youtube.com/watch?v=98AoTHu95ZM</a></p> <p><a href="https://artprojectsforkids.org/black-history-dancing-lady/">https://artprojectsforkids.org/black-history-dancing-lady/</a></p> <p><a href="https://kidsactivitiesblog.com/137133/how-to-make-shadow-art-with-kids/">https://kidsactivitiesblog.com/137133/how-to-make-shadow-art-with-kids/</a></p> <p>Hair Love - Matthew Cherry</p> <p>Bernard Hoyes biography ppt</p>	<p><a href="#">Art and design Lesson 2: Taking rubbings KS1 Y2 - Kapow Primary</a></p> <p><a href="#">Children at the beach (video.link)</a></p> <p>Sharing A Shell - Julia Donaldson</p> <p>At the Seaside - Tony Mitton</p> <p>At the Seaside - Gill Munton</p>
<b>Skills</b>	<p><b>NC POS ART &amp; DESIGN:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing and painting to develop and share ideas.</li> <li>To develop use of colour, texture, line, shape, and space.</li> <li>To learn about the work of an artist / craft maker, making links to their own work.</li> </ul>	<p><b>NC POS ART AND DESIGN:</b></p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop use of colour, pattern, line, shape and space.</li> <li>To learn about the work of an artist / designer describing the similarities and differences between different practices and disciplines.</li> </ul>	<p><b>NC POS ART AND DESIGN:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>

<p><b>Key Vocabulary</b> (new vocabulary in bold underlined)</p>	<p><b>primary colours, secondary colours</b>, portrait, paintings, mix, change, <b>shade, lighter, darker</b>, colourful, <b>hot colours, cool colours, spectrum, contrast</b>, artist, <b>silhouette</b>, line, shape, form.</p>	<p><b>Bernard Hoyes</b>, shape, pattern, line, curved, straight, space, materials, <b>techniques</b>, mark making, <b>movement, rhythm</b>, outline, background.</p>	<p>pattern, <b>sketch</b>, lighter, darker, shade, form, outline, shape, tone, <b>perspective</b>, colour, landscape, beach, sea, <b>texture, rubbings</b>, printing, <b>impression</b>.</p>
<p><b>Opportunities for Learning / Cross Curricular</b></p>	<p><b>RE</b> - Harvest festival, autumn colours</p> <p><b>RE</b> - Rangoli patterns and design</p> <p><b>Music</b> - creating rounds to ‘London’s burning)</p> <p><b>PE</b> - Dance ‘Great Fire of London’ sequences</p> <p><b>Topic</b> - Great Fire of London</p>	<p><b>Maths</b> - 2D and 3D shapes</p> <p><b>Music</b> - Jamaican carnival music</p> <p><b>PE</b> - dance - figure silhouettes</p> <p><b>Science</b> - light and dark / shadows</p> <p><b>Topic</b> - making 3D lamps for Florence Nightingale</p> <p><b>Topic</b> - sketching artefacts from Scutari hospital</p>	<p><b>Art and Design</b> - builds upon previous learning on shadow and tone</p> <p><b>Science</b> - light and dark / shadows</p> <p><b>Topic</b> - seaside objects</p> <p><b>Music</b> - sounds of the seaside</p> <p><b>Computing</b> - rotating images, printing techniques</p> <p><b>Maths</b> - repeating patterns</p>
<p><b>Learning Overview / WALTs</b></p>	<p><b>Week 1</b> <b>WALT:</b> Mix primary colours to make a secondary colour. KQ: What are the primary colours? KQ: How are secondary colours made?</p> <p><b>Week 2</b> <b>WALT:</b> Create shades lighter and darker. KQ: What is a shade spectrum?</p> <p><b>Week 3</b> <b>WALT:</b> Identify hot colours and cool colours. KQ: How do colours make us feel?</p> <p><b>Week 4</b> <b>WALT:</b> Use hot colours to paint a background.</p> <p><b>Week 5</b> <b>ARTIST FOCUS: William Cook - Blaze of Glory</b> <b>WALT:</b> Create silhouettes in the style of an artist. KQ: What stands out from William Cook’s sculpture and painting?</p> <p><b>Week 6</b> <b>WALT:</b> Create a final piece of art inspired by the Great Fire of London.</p>	<p><b>Week 1</b> <b>WALT:</b> Experiment with mark making. KQ: What makes a good artist? KQ: What makes a good drawing?</p> <p><b>Week 2</b> <b>WALT:</b> Explore shadow and tone. KQ: What is tone? KQ: How are shadows created?</p> <p><b>Week 3</b> <b>WAL:</b> Who is Bernard Hoyes? KQ: Where is Bernard Hoyes from? KQ: How has Jamaica influenced his art?</p> <p><b>Week 4</b> <b>WALT:</b> create an outline of a dancing lady.</p> <p><b>Week 5:</b> <b>WALT:</b> create a dancing lady drawing in the style of Bernard Hoyes. KQ: How does movement get captured in drawings?</p> <p><b>Week 6:</b> <b>WALT:</b> create a dancing lady drawing in the style of Bernard Hoyes. KQ: How do we evaluate our work?</p>	<p><b>Week 1</b> <b>WALT:</b> Sketch to create different tones. KQ: How do we shade lighter / darker?</p> <p><b>Week 2</b> <b>WALT:</b> Use a viewfinder to sketch detail. KQ: Why is perspective important in art?</p> <p><b>Week 3</b> <b>WALT:</b> Create an image using rubbings. KQ: What natural objects do we find at the seaside? KQ: How do we show texture in drawing?</p> <p><b>Week 4</b> <b>WALT:</b> Create an image using printing. KQ: Artist focus tbc</p> <p><b>Week 5:</b> <b>WALT:</b> Make seaside impressions in clay. KQ: How can we create a repeating pattern out of natural objects?</p> <p><b>Week 6:</b> <b>WALT:</b> Review different techniques for capturing seaside objects. KQ: What techniques have you enjoyed using? KQ: What work are you proud of?</p>