



Medium Term Planning

Year 2

Autumn Term Year 2

Formal Elements					
<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ What is abstract art? ◊ How do you create a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines? ◊ How do you draw lines to create a water effect? ◊ What are the names of the primary colours and how can be mixed to make secondary colours? 				
<i>End Point</i>	◊ Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.				
<i>Vocabulary</i>	Tesselation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Knowledge of artists, designers and movements</i> <i>Generating ideas</i> <i>Formal Elements and Making Skills</i>	<i>Similarity and difference</i> <i>Written and oral creative expression</i>	1	OO: Creating repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint LO: I can create repeating patterns Repeating patterns: Having looked at the patterns around them, children dip everyday objects in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper.	I can demonstrate a range of techniques to make repeating and non-repeating patterns I can identify natural and man-made patterns and create patterns of my own	<ul style="list-style-type: none"> ● 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 ● Black sugar paper and white paper cut into squares 15cm by 15cm ● Light coloured, ready-mixed paints or printing inks that will stand out on the black paper, eg white, yellow, orange, light green, blue ● Ink rollers or brushes
	<i>Similarity and difference</i> <i>Written and oral creative expression</i>	2	OO: Exploring different textures, taking rubbings using different tools LO: I can explore different textures Taking rubbings: Using media of their choosing, children go in search of textures that interest them to take rubbings of.	I can identify and describe different textures. I can select and use appropriate materials to create textures. I can use my sketch-book more effectively	<ul style="list-style-type: none"> ● A selection of objects pupils can obtain textured rubbings from ● Chunky wax crayons ● 2B/3B pencils (optional) ● Graphite sticks (optional) ● Scrap/plain paper ● A3 paper, folded into half and then half again

Autumn Term Year 2

Formal Elements					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching	Skills	Resources
<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p> <p style="text-align: center;"><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Creating a picture using a collage of rubbings (frottage) and frottage</p> <p>LO: I can create a picture using collage & frottage</p> <p>Frottage: Children are introduced to 'frottage', tearing their rubbings from the previous lesson to make pictures in the style of the artist who created the technique, Max Ernst.</p>	<p>I can identify and describe different textures. I can select and use appropriate materials to create textures.</p> <p>I can compare others' work, identifying similarities and differences</p>	<ul style="list-style-type: none"> ● Pupils' rubbings from previous lesson ● Glue sticks ● A3 paper ● Scissors (optional)
	<p><i>Written and oral creative expression</i></p>	4	<p>OO: Creating a 3D drawing</p> <p>LO: I can create a 3D drawing</p> <p>3D pencil drawings: After completing a line drawing of a piece of ribbon, children work on adding tone to make it look three dimensional using different gradients of pencil.</p>	<p>I can experiment with pencils to create tone and use tone to create form when drawing</p>	<ul style="list-style-type: none"> ● At least two different grades of pencil, HB (outlines and shading) and 2B, 3B or both. ● Drawing paper – cartridge 100gsm (or their sketchbooks) ● Rubbers ● Some wide, plain ribbon – different colours and widths ● Tape
	<p><i>Written and oral creative expression</i></p>	5	<p>OO: Creating a 3D drawing in colour, using tone to create lighter and darker by using different drawing tools and different ways of holding them</p> <p>LO: I can apply an understanding of tone to create a 3D drawing</p> <p>3D colour drawings: Applying understanding of tone to create 3D drawings of the solar system using colourful pastels and chalks.</p>	<p>I can mix, apply and refine and describe colour mixing for purpose using wet and dry media</p> <p>I can experiment with pencils to create tone and use tone to create form when drawing</p>	<ul style="list-style-type: none"> ● Large (different) sized circle templates (e.g. plates) for children to draw round ● Off-white sugar paper (one piece per child) ● Black sugar paper ● Either chalks, pastels or oil pastels or a selection of all three in a range of colours ● Coloured pencils ● HB pencils, 2B and/or 3B pencils ● Cotton wool balls

Spring Term Year 2

Skills					
<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ Can you examine a picture in depth to see the details within it to understand the artist's story within a piece of artwork? ◊ How do you make different shades of green? ◊ Can you draw with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media? ◊ Name two different printing techniques. What is the appropriate amount of paint to use? 				
<i>End Point</i>	◊ Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.				
<i>Vocabulary</i>	Air drying clay, ceramics, concentric circles, repeating pattern, score sketch, slip, tone				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching	Skills	Resources
<i>Knowledge of artists, designers and movements</i> <i>Generating ideas</i> <i>Formal Elements and Making Skills</i> <i>Evaluation</i>	<i>Written and oral creative expression</i>	1	OO: Using my hands as a tool for making, creating repeating patterns into clay LO: I can use my hands as a tool for making Clay: Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile.	I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay	<ul style="list-style-type: none"> • Air drying or stoneware clay • Rolling pins • Clay cutting tools (plastic) • It might be better to roll out clay in advance of the session Objects used in: ' Year 2: Formal elements: Lesson 1: Patterns: Repeating patterns ' (bottle tops, pieces of dowsling, yoghurt cartons) plus new objects such as shells or stones, screws, nuts and bolts <ul style="list-style-type: none"> • Aprons/shirts • Plastic or hessian to put on the table • Card templates for squares, whatever size you decide
	<i>Written and oral creative expression</i>	2	OO: Learning to weave by folding a horizontal piece of paper into eight sections, a vertical into six sections, cutting accurately and threading strips of paper to create a weave pattern Continued	I can use a range of materials to design and make a product using weaving	<ul style="list-style-type: none"> • A4 sheets of coloured paper • A4 strong card and white paper • Scissors • Sticky tape • Coloured pens or pencils

Spring Term Year 2

Skills					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<i>Written and oral creative expression</i>	2 Continued	<p>LO: To learn to weave</p> <p>Weaving a picture: Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating.</p>	<p>I can describe choices and preferences using the language of art</p>	
	<i>Chronology</i> <i>Significance</i> <i>Written and oral creative expression</i>	3	<p>OO: Designing a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches</p> <p>LO: I can design a plate in the style of Clarice Cliff</p> <p>Clarice Cliff Plates: Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.</p>	<p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p> <p>I can use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials</p>	<ul style="list-style-type: none"> ● Paper plates ● Primary colours ● Paint palette ● Brushes
	<i>Written and oral creative expression</i>	4	<p>OO: Exploring the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines</p> <p>LO: To explore the use of tones in shading</p> <p>Shading: Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another, then experiment with tone by shading the different areas they have made.</p>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</p> <p>Describe choices and preferences using the language of art</p>	<ul style="list-style-type: none"> ● Soft pencils – 2B to 8B ● Rubbers ● A5 white paper (one sheet per child) ● Optional: a pre-photocopied grid

Spring Term Year 2

Skills					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p>	<i>Written and oral creative expression</i>	5	<p>OO: Developing painting skills, working with control and the correct amount of paint</p> <p>LO: To develop painting skills</p> <p>Painting: Whilst designing a roller coaster ride, children develop their painting skills; working to ensure that they use the right amount of paint, hold the brush correctly and use single, sweeping strokes.</p>	Further improve skills and control when painting. Paint with creativity and expression	<ul style="list-style-type: none"> ● A4 cartridge paper or scrap paper ● A3 white cartridge paper ● Pencils ● Rubbers ● Paint brushes thick – size 12 and above, and for detail size 4 or under ● Poster paint in various colours ● Water pots
	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	6	<p>OO: Experiencing drawing for pleasure and suggesting ways in which they can improve their own work and the work of others</p> <p>LO: To experience drawing for pleasure</p> <p>Drawing for fun: Making drawing feel achievable to all abilities, through identifying the basic shapes within images and objects to be drawn.</p>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</p> <p>Use artist sources to develop their own original artwork. Gaining inspiration for the artwork from the natural world</p>	<ul style="list-style-type: none"> ● Pictures that children have brought from home to draw ● Pictures of things children would like to draw – printed by the teacher ● Drawing paper ● Felt pens ● Coloured pencils ● Paints
<p><i>Formal Elements and Making Skills</i></p>					

Summer Term Year 2

Sculpture and Mixed Media

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ Creating an even and regular pattern from clay, using lines, curls and circles ◊ Making a 3D sculpture, selecting and arranging natural materials in a meaningful way and explaining the placement of the composition 				
<i>End Point</i>	◊ Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.				
<i>Vocabulary</i>	Blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Creating 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine</p> <p>LO: To create 3D human forms</p> <p>Superhero figures: Pupils pose in a 'superhero' stance for their partner to sketch and then use wire and plasticine to turn their drawings into a three dimensional form.</p>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing</p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay</p> <p>Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials</p>	<ul style="list-style-type: none"> ● Plasticine or play dough ● Wire or pipe cleaners ● Masking tape

Summer Term Year 2

Sculpture and Mixed Media

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p>	<p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	2	<p>OO: Creating different facial expressions by altering the eyes, mouth and eyebrows</p> <p>LO: To draw faces that express different emotions</p> <p>Drawing expressions: Looking at emojis, children consider emotions and learn how making slight changes to the eyes, mouth and eyebrows significantly alters an expression.</p>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</p>	<ul style="list-style-type: none"> ● Sketchbooks or add plain paper ● Pencils (one per child)
	<p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Creating a large piece of collaborative artwork, drawing around a person in a superhero pose, before adding shapes to the piece and materials to add texture</p> <p>LO: To work together to create a large piece of artwork</p> <p>Multimedia Superheroes Part 1: In the first of three lessons based on the work of Roy Lichtenstein, children work in groups to create a composition with figures, splashes and action words, adding texture, definition and pattern to the piece.</p>	<p>Further improve skills and control when painting. Paint with creativity and expression</p> <p>Use a range of materials to design and make products including craft, weaving, print making, sculpture and clay</p> <p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas</p> <p>Use artist sources to develop their own original artworks, gaining inspiration from the natural world</p> <p>Compare others' work, identifying similarities and differences</p>	<ul style="list-style-type: none"> ● White A1 card (or larger) ● Copies of a comic ● Pencils ● Thick black marker pens ● White paint ● Glue stick

Summer Term Year 2

Sculpture and Mixed Media

Sculpture and Mixed Media					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	4	<p>OO: Creating a large piece of collaborative artwork, blending paint colour washes into the piece, blending two primary colour washes together to make a secondary colour, creating a dot matrix effect in the style of Lichtenstein and adding shadows by outlining the figures in black</p> <p>LO: To work together to create a large scale artwork</p> <p>Multimedia Superheroes Part 2: Building on the previous lesson, in groups, children work a colour wash into their piece and using their fingers, apply a dot matrix effect, similar to that in Lichtenstein's 'Explosion'.</p>	<p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections</p> <p>Use artist sources to develop their own original artworks, gaining inspiration from the natural world</p>	<ul style="list-style-type: none"> • Watered down acrylic paints in primary colours (bright red, yellow, blue) • Ready-mixed paint in primary colours (bright red, yellow, blue) and white
	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	5	<p>OO: Creating a large piece of collaborative work, using pastels to add colour in areas not filled with collage or dots, blending two primary colours to make a secondary colour and shading tones</p> <p>LO: To work together to create a large scale artwork</p> <p>Multimedia Superheroes Part 3: Children finish their compositions by making them 'pop', adding bright pastels in sections and applying a black shadow highlight so the figures stand out.</p>	<p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits</p> <p>Use artist sources to develop their own original artworks, gaining inspiration from the natural world</p>	<ul style="list-style-type: none"> • Oil pastels in a range of colours, including black (charcoal can be used instead) • The ongoing artwork from the last two lessons