



	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>St Lucia</u></p> <p><b>Landscapes from Tony Bullock's planning if time or use in Summer 2 with a different subject matter.</b></p> <p><b>Colour Mixing</b> Knowing how to mix paint to make all of the secondary colours. Knowing how to create brown with paint. Introduce the colour triangle. Knowing how to create tints with paint by adding white</p> <p><b>Still life</b> Remind children of their trip to the beach St Annes in year 1 or any other beach they have visited (show visual stimulus for children e.g. photos of the trip). Ask the children what objects remind them of the seaside? Children select different items to draw in their sketchbooks. <b>Reinforce the skill of observational drawing-the skill of drawing what you are seeing, not what you think you are seeing.</b> Use a range of drawing materials. <b>Include the use of shadows.</b></p> <p><b>Printing</b> Recap the printing that was done in year 1. Simple block printing and the use of plastercine to print. Use shells to create imprints into the plastercine. Children experiment with different shells in their sketch books. Then use string to make imprints into the plastercine to create a spiral to represent a shell. a starfish or a fish <b>children to create their own stencils to create prints.</b> Children experiment and print images into their sketch books.</p> <p><b>Introduce monoprinting-</b> <b>Experiment with mono prints. For mon prints, roll out the paint or ink and then place another piece of paper on top but do not press down. Use a sharp drawing instrument to create the desired pattern or drawing. The ink or paint will lift away where the pencil has been pushed down.</b></p>	<p><b>To use a range of materials creatively to design and make products</b></p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></p> <p><b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p>

	<p><b>Year Group Printing Project.</b> Tie dye a large piece of cloth with the children. <a href="https://kinderart.com/art-lessons/crafts/easy-tie-dye-kids/">https://kinderart.com/art-lessons/crafts/easy-tie-dye-kids/</a> In small groups, children work with an adult to print onto the tie dyed material with fabric ink using their own stencil.</p> <p><b>Aquarium</b></p>	
Autumn 2	<p style="text-align: center;"><u>British Arts Week</u></p> <p>Prior to visit- recap on their <b>British Artist from year 1- Andy Goldsworthy</b>. Children read information about Andy Goldsworthy. When at the sculpture park, look out for his art work and Henry Moores art work.</p> <p>Visit to the Yorkshire Sculpture Park to see sculptures and take part in the sculpture cam experience. Use iPads to capture images of the sculptures to create animations Experience a form of digital art. <a href="https://ysp.org.uk/learning/sculpture-cam">https://ysp.org.uk/learning/sculpture-cam</a> Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces.</p> <p><b>Introduce the children to Henry Moore</b> <a href="https://www.tate.org.uk/kids/explore/who-is/who-henry-moore">https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</a> Explain that abstract art is art that does not attempt to represent reality but instead use shapes, colours, forms and gestural marks to achieve its effect.</p> <p>Show the children the examples of Henry Moore's sculpted animals. Ask them</p> <ul style="list-style-type: none"> <li>What can you see?</li> <li>What do you think it is? Why?</li> <li>Does it look exactly like the animal?</li> <li>What do you think they're made out of?</li> <li>What type of art is it? Abstract sculptures.</li> </ul> <p>Stick photos of Henry Moore's sculptures into their sketch books. Model how to annotate the images.</p> <p>Children choose an animal to design a sculpture from. Stick a photo of the animal into their sketch book. Create drawings of what they want their 3D sculpture to look like. Remind them it doesn't need to look exactly like the real image as it is abstract art. Model this process for them</p>	<p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>

	<p>by simplifying the image. Remind them to use all the space in their sketch books and add notes if they want to.</p> <p>Look back at the sculptures. Ask the children what they all had in common. They all have a base to stand on. This is called a plinth. To create a plinth for their sculpture, demonstrate the <b>slab method (rolling pins with sticks)</b>. Children create their plinth for their sculpture. Model how to create a shape out of clay- remind them about their work in year 1 Marvellous Me (pinch, twist, poke, scratch). Model how to <b>join pieces of clay together using the score, slip, stick, smooth method for connecting clay</b>.</p> <p><b>Yorkshire Sculpture Park</b></p>	
Spring 1	<p style="text-align: center;"><i>Circle of Life</i></p> <p>Animal Portraits including wax resist, poster paint and collage from Tony Bullock's planning based on:  <b>Nicky Corker</b>  <b>Sharon Cummings</b></p> <p><b>Sculpture</b>  Recap on previous sculptures that the children have created and the different ways that they have made them. Children will create 3D Faberge eggs by covering a balloon in papier mache. Look at the Faberge Eggs powerpoint showing designs by <b>Russian Goldsmith- Peter Carl Fabergé</b>.</p> <p><b>Discuss.</b></p> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> </ul> <p>Children then work in pairs to design their egg. Show the children the materials that will be available so that they can label their designs. <b>Experiment with mixing items into paint to create different effects e.g. glitter, sequins, sand.</b></p> <p>Introduce the skill of papier mache.  The children could work in pairs or small groups. Model how to apply strips of newspaper.  <a href="https://www.firstpalette.com/craft/papier-mache-easter-eggs.html">https://www.firstpalette.com/craft/papier-mache-easter-eggs.html</a></p>	<p><b>To use a range of materials creatively to design and make products</b></p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></p> <p><b>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p>

	<p>Layer 1 newspaper, layers 2 and 3 should be coloured tissue paper that matches the children's design. When the egg is dry the children use their design to help them to decorate the egg. Remind them that their finished Faberge egg should look like their design.</p>	
Spring 2	<p style="text-align: center;"><u>Swashbuckle (pirates)</u></p> <p>Children design and make their own pirate hat and eye patch ready for their pirate workshop. Watch the video using the link below.  <a href="https://www.bbc.co.uk/cbeebies/makes/swashbuckle-make-your-own-pirate-hat-eyepatch">https://www.bbc.co.uk/cbeebies/makes/swashbuckle-make-your-own-pirate-hat-eyepatch</a>          If time allows there are other craft ideas that could be used or suggested for home learning.</p> <p>Observational drawings of pirates. Look closely at the drawings of each pirate. Discuss the artwork with the children.</p> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What type of artwork is it? Portrait- link back to year 1 portrait work in Marvellous Me topic.</li> <li>• What would you like to ask the artist?</li> <li>• What could you use to draw a portrait like this?</li> </ul> <p>Model how to use charcoal to draw the portrait of Blackbeard- ensure children are using observation skills by getting them to look for shapes that they can see e.g. the dark semicircles shadows under his eyes. Children draw a portrait of Blackbeard. <b>When drawing faces, draw hair in appropriate places (not just a tuft at the top of the head).</b></p> <p>If time allows, they could do self-portraits but turn themselves into pirates through the use of hats, eye patches etc.</p> <p><b>Pirate workshop</b>  <a href="https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-blackbeards-song?collection=horrible-histories-songs">https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-blackbeards-song?collection=horrible-histories-songs</a> <b>optional song to listen to about Black Beard</b></p>	<p><b>To use a range of materials creatively to design and make products</b></p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></p>
Summer	<p style="text-align: center;"><u>International Arts Week</u></p> <p><b>Colour Mixing Recap</b></p>	<p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>

Knowing how to mix paint to make all of the secondary colours. Knowing how to create brown with paint. Introduce the colour triangle. Knowing how to create tints with paint by adding white

When children visit Shibden Park, take their sketch books with them to develop a sketch book habit. They can draw what they see. They can also collect things to stick into their sketch books on their return to school e.g. leaflets. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...

Warm up- Introduce pencil markings, dots and dashes. Children experiment freely with different drawing equipment - model how much pressure should be used.

Ask children what how they think dots and dashes could be used for in their art work. Why do they think they would work well? E.g. rain (small rain drops)

Show children art work by George Seurat. Ask them to look closely. Begin to use technical vocabulary to discuss the choices of the Artist e.g. the colours they have used.

- Describe what you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you like to ask the artist?

Explain to the children that this is a form of art called pointillism. Use information from the Pointillism Powerpoint. Look at the other artists that used pointillism.

Remind the children of the drawings and information that they collected in their sketch book when they visited Shibden Hall. Children revisit their work for inspiration. Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.

Can they create a piece of abstract pointillism artwork using dots and dashes with poster paint as a way to record experiences or feelings of their trip to Shibden Hall? Remind them of abstract art from when they looked at Henry Moore in Autumn 2. Show abstract pointillism art. Ask them how the art work makes them feel. If they enjoyed the trip, what sorts of colours would they use? Why? If the sun was shining and it was a warm day, what colours would they use why? (Recap

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	<p>colour vocabulary). Demonstrate using corks, bottle tops etc and paintbrushes to create dots and dashes.</p> <p>Demonstrate how to sketch a landscape from Shibden Park (boating lake might be a good one) on A5 paper (small due to the pointillism method with crayons) <b>Simple landscape showing larger detailed objects in the foreground but smaller objects in the background.</b> Model drawing lightly in pencil the outlines of the landscape. Children draw their landscape <b>in pencil to fit the paper provided and use sensible proportions.</b> Model how to start with the background using the Lakeland coloured pencils to draw little dots with a very small spiral movement. Show using different colours very close to each other.</p> <p><b>Shibden Park</b></p>	
Summer 2	<p>NA</p> <p><i>A Walk in the Park</i></p>	<p><b><u>N/A- ensure coverage of all skills.</u></b>  <b>Revisit skills if time allows.</b></p>