



'We enjoy. We achieve.'

Care Growth Teamwork

Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
Can you create a portrait of Florence Nightingale using charcoal?	Can you use printing and painting techniques to create a landscape of the Great Fire of London?	Can I represent hot colours and cold colours? (Warm and cool)
Outcomes		
<p>Portraits - Florence Nightingale.</p> <p>Children to produce a portrait of Florence Nightingale using charcoal on paper. The portrait should include appropriate placement of features. It should depict what has been observed from the images viewed of Florence Nightingale. It should show some use of shading where appropriate.</p>	<p>Landscapes by Turner - The Great Fire of London</p> <p>Children to produce a landscape of the Great Fire of London using printing and painting techniques. The children will use polystyrene pieces and ink to print the buildings before using an orange/red paint wash to cover their work creating the effect of fire.</p>	<p>Children will have a go at mixing their own colours using paint to make warm and cool tones. They will make a colour wheel and identify the warm and cool tones. They will discuss the effect of these and create a piece of art using their colours.</p>
Linked Texts		
<p>Fantastically Great women who changed the world</p> <p>Extraordinary Life of Mary Seacole</p> <p>Mary Seacole, Florence Nightingale, and Edith Cavell (Comparing People from the Past)</p>	<p>Turner - images of landscape paintings</p> <p>Samuel Pepys & Diary of a Killer Cat</p>	N/A
Linked Experiences		
Educational visitor to School - Florence Nightingale	Educational visitor to School - Samuel Pepys	N/A
Overview		
<ol style="list-style-type: none"> The children will learn about Florence Nightingale through their History lessons. Recap on what a portrait is. Look at images of Florence Nightingale. Experiment using charcoal to draw lines and shapes. Discuss Florence's features and practise forming features with charcoal. 	<ol style="list-style-type: none"> The children will learn about the events of the Great Fire of London through their History lessons. They will look at images of Turner's landscape paintings and observe the features of these paintings. 	<ol style="list-style-type: none"> Learn about warm and cool colours. Look at colour wheel, describe and annotate how cool tones make them feel, and how warm tones make them feel. Have a go at colour mixing, children try to make 3 warm colours and 3 cool colours in their book. Use their colours they mixed last week to create a butterfly, one wing using cool tones and the other



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<p>6. Draw a portrait of Florence using charcoal to add detail, shape and form.</p>	<p>3. The teacher will model how to use polystyrene, ink and rollers to print the buildings for their landscape.</p> <p>4. The teacher will model how to use a paint wash to complete the fire effect of their artwork.</p> <p>5. The children will be given the resources needed to create their landscape. These will include paper, polystyrene, black ink, rollers, paint brush and orange/red paint wash.</p>	<p>with warm. Annotate which wing they like the most and why - link to warm and cool tones.</p>
Knowledge and/or Skills Covered		
<p><u>Realism</u> Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room)</p> <p><u>Control & precision</u> Colouring within the lines; some shading with support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste)</p> <p><u>Reproduce</u> Rectangles are accurate (e.g. corners don't curve outwards) Depict 'what is seen', not 'what is known' (i.e. 'accurate scientific drawings')</p> <p><u>Create</u> Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)</p>	<p><u>Realism</u> Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room)</p> <p><u>Control & precision</u> Colouring within the lines; some shading with support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste)</p> <p><u>Reproduce</u> Rectangles are accurate (e.g. corners don't curve outwards) Depict 'what is seen', not 'what is known' (i.e. 'accurate scientific drawings')</p> <p><u>Create</u> Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)</p>	<p><u>Control and precision</u> With support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste)</p> <p><u>Create</u> Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)</p> <p><u>Appreciate</u> Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views</p> <p><u>Evaluate</u> Think critically by discussing the effect of their work</p>



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<p><u>Ask questions</u> Show curiosity by voluntarily asking questions about what they have seen</p> <p><u>Compare</u> Independently identify similarities and differences between art works</p> <p><u>Evaluate</u> Think critically by discussing the effect of their work</p>	<p><u>Appreciate</u> Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views</p> <p><u>Ask questions</u> Show curiosity by voluntarily asking questions about what they have seen</p> <p><u>Compare</u> Independently identify similarities and differences between art works</p> <p><u>Evaluate</u> Think critically by discussing the effect of their work</p>	
National Curriculum Attainment Targets		
<p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.



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Important Vocabulary		
Florence nightingale, years (dating system), sketch, line, scale, represents, portrait, reflect, features.	The great fire of London, print, ink, polystyrene, paint wash, years (dating system), template, foreground, background, contrast, represents, landscape, horizontal, reflect.	Cool, warm, tone, colour wheel, effect, mood, symmetrical, diagonal, painting, brushwork.



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<u>Spring 2</u>	<u>Summer 2</u>
Enquiry Questions	
Can I design a Mexican Mask using papier mâché?	Can I draw Saltire from observation?
Outcomes	
Children will learn about Mexican Masks and share their opinion and the effect of the masks. They will recreate, plan and produce their own Mexican mask, After, they will evaluate this.	Children will learn to draw from observation building on their observational drawing skills from Year 1.
Linked Texts	
Adelita	N/A
Linked Experiences	
N/A	Educational visit to Saltaire.
Overview	
1. Learn about Mexican Masks, ensure this is culturally respectful and accurate. Children create a double page about Mexican masks with origin, purpose, effects. 2. Compare two styles of masks by different artists - annotate the comparisons, I like this more because ... 3. Plan own Mexican mask, sketch in books and annotate colours. GD - why have that chosen that colour? Shape? Include a colour chart of colours they will use. 4/5 Create mask using paper mâché, scaffolded heaving by adult. Then paint using plan. 6. Evaluate against their plan.	1. Children learn about Salts Mill in geography and history. In sketch books - stick in photos of architecture from Salts mill and Bradford. Look at a really zoomed in photo of Bradford and same for Saltaire - children have a go at sketching each one and discuss similarities and differences. This should just be a really small, zoomed in part of a building. 2. Children sketch the tower and windows separately. Use a range of shading pencils. Discuss depth and darker/lighter areas. 3. Combine their learning and sketch the whole mill. 4. Evaluate their sketching and critique/appreciate their partner's.
Knowledge and/or Skills Covered	
<u>Realism</u> Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) <u>Control & precision</u> Colouring within the lines; some shading with support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to	<u>Realism</u> Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) <u>Control & precision</u> Colouring within the lines; some shading with support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to



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minimise waste)

Reproduce

Rectangles are accurate

(e.g. corners don't curve outwards)

Depict 'what is seen', not 'what is known'

(i.e. 'accurate scientific drawings')

Create

Work creatively with a range of materials that are supplied for them

(e.g. pencil, paint, clay, software)

Appreciate

Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views

Ask questions

Show curiosity by voluntarily asking questions about what they have seen

Compare

Independently identify similarities and differences between art works

Evaluate

Think critically by discussing the effect of their work

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National Curriculum Attainment Targets

Pupils should be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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- 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.	
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Important Vocabulary	
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Years (dating system), sculpture, papier mâché, mould, sculpt, PVA glue, model, colour, pattern, texture, compare, paint, culture, later, earlier, since, long, after, long before, at the same time as, modern era.	Portrait, landscape, diagonal, next, critique, scale, layer, depth, background, foreground, line, sketch, years (dating system), later, earlier, since, long, after, long before, at the same time as, modern era.
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