

## Overview of Art and Design study Medium term plan Year 2

### Overall aim of St Luke's CE First School Art and Design programme of study

For children to have greater proficiency in drawing by the end of Year 4, with a specific focus on proficiency in drawing people. Through the theme of 'Proud to be Me', children will be able to create portraits, realistic representations of people, expressive forms of people and abstract representations of people. Children will be taught different techniques using a wide range of media and develop greater proficiency in painting, sculpture, photography and graphic design.

		Autumn	Spring	Summer
<b>Substantive Knowledge</b>	<b>Proficiency</b>	Children will be proficient in using a pencil and a ruler to create line and shape. Children will be able to represent a person using texture, shape, colour and pattern. In creating collage, children will be proficient at using scissors and know how to fold paper.	Children will have a greater understanding of tone and be able to mix and use paint to show tone on the face. They will be able to draw a recognisable representation of their face and their whole body.	Children's pictures will show a good use of space. Children will have explored abstract representations of faces.
	<b>Knowledge progression</b>	<p><b>Drawing:</b></p> <p><i>Proportion of facial features Observational/still life</i></p> <p>Know how to use simple lines &amp; geometric shapes.</p> <p>Know how to control pressure when using drawing implements to create lighter or darker tones and marks.</p> <p>Know how to shade areas neatly without spaces &amp; gaps.</p> <p><b>Sculpture and 3D:</b></p> <p><i>Modelling – facial features (realistic)</i></p> <p>Know how to cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms and make things they have designed, invented or seen and can modify and correct things with greater skill.</p> <p>Know how to make simple plans for making, deciding which tasks need to be done first,</p>	<p><b>Painting and mixed media:</b></p> <p><i>Mixing of colours to create tone (skin, lips, hair, eyes)</i></p> <p><i>Collage – creating faces</i></p> <p>Know how to control &amp; use different types of paint and painting surfaces.</p> <p>Know which paintbrushes and equipment will be most suitable.</p> <p>Know how to paint neatly and carefully, without leaving gaps or messy edges.</p> <p>Know how to measure &amp; mix the paint needed &amp; apply paint sensitively with control.</p> <p>Know the effect of painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces.</p> <p>Know techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint</p>	<p><b>Drawing:</b></p> <p><i>Proportion of facial features Observational/still life</i></p> <p>Know how to shade areas neatly without spaces &amp; gaps.</p> <p>Know how to identify &amp; draw detail, texture, pattern.</p> <p>Know how to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p><b>Digital art:</b></p> <p><i>Photography for reference and observation</i></p>

		allowing for drying and completion time, they know when to get advice.	expressively.	
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	<b>Artwork/ Design work</b>	Taking photographs to use for their portrait work.  Teaching still life drawings from different perspectives; modelling how to create basic shapes/outlines from what they observe as set out in Teaching Children to See Shapes exercises.	Drawing facial features.  Positioning of facial features.  Creating skin tone.	Discreet teaching of media; Dazzle program, fine liner pens, watercolours  Modelling how to draw movement in stick people style.
	<b>Sketchbooks progression</b>	<b>Continuous provision</b> – Bits and Bobs drawing, doodling, still life drawings, feelings drawings  Movement Maps – Access Art Autumn Floor Drawing – page 67 Drawing Projects Making Spells from Still Lives – page 134-137 Crayon Resist pictures - <a href="https://www.firstpalette.com/craft/crayon-resist-lines.html">https://www.firstpalette.com/craft/crayon-resist-lines.html</a> (create a landscape using familiar shapes)  Access Art – Teaching Children to See Shapes – exercises - <a href="https://www.accessart.org.uk/see-shapes-objectively/">https://www.accessart.org.uk/see-shapes-objectively/</a> (exercises 1 and 3 only)  Picasso art collage - <a href="https://artfulparent.com/pablo-picasso-collages-inspire-kids-to-explore-identity-with-self-portraits/">https://artfulparent.com/pablo-picasso-collages-inspire-kids-to-explore-identity-with-self-portraits/</a>	<b>Continuous provision</b> – Bits and Bobs drawing, doodling, still life drawings, feelings drawings  Colour and Line – Drawing Book (pages 74/75) Animal Cartoon characters – drawing book (pages 76/77)  Access Art – Introduction to Tone - <a href="https://www.accessart.org.uk/tone/">https://www.accessart.org.uk/tone/</a>  Access Art – Introduction to portraits - <a href="https://www.accessart.org.uk/introduction-to-portraits/">https://www.accessart.org.uk/introduction-to-portraits/</a>	<b>Continuous provision</b> – Bits and Bobs drawing, doodling, still life drawings, feelings drawings  Scraps of paper – ‘being like Lowry’ – go and observe children and staff around school – sketch stick pictures showing movement/action.  Creating own stick people using Dazzle program: standing, walking, running and sitting poses.  Manipulating pipe cleaners to create stick people and movement; standing, walking, running, sitting.  Exploring using cotton buds and fine liners to draw stick people in various poses – showing movement.  Access Art – Introduction to watercolour - <a href="https://www.accessart.org.uk/introduction_to_watercolour/">https://www.accessart.org.uk/introduction_to_watercolour/</a> <i>Exploring landscapes</i>
	<b>Artists study</b>	<b>Pablo Picasso – cubism</b> Woman in a Hat Head of a Woman Cubism Woman Spanish Hand  <b>Paul Klee</b> Senecio (1922) Temple Gardens (1920) Segelschiffe (1927)	<b>Lucian Freud</b> Self-portrait Queen Elizabeth David Hockney  <b>David Hockney</b> self-portrait (2012) Mum portrait (1989) Landscape – Nichols Canyon (1980)	<b>LS Lowry</b> Gentleman Looking at Something Street Scene A Cricket Match Old Church and Steps  <b>Sik – Graffiti artist</b> Social injustice artwork  <b>Ava Jolliffe</b> <a href="https://www.accessart.org.uk/?s=ava">https://www.accessart.org.uk/?s=ava</a> digital artwork

	<b>Vocabulary</b>	Cubism, abstract, outline, still life, observation, photograph, image.	Cubism, abstract, outline, still life, observation, realism, figurative, photograph, image, tone, light, dark, shadow, realism, figurative, life study.	Cubism, abstract, outline, still life, observation, realism, figurative, expression, photograph, image, digital image, manikin, tone, light, dark, shadow, movement, wash, watercolour, background, figurative, graffiti, scene, digital.
<b>Pedagogy</b>	<b>Project</b>	<b>Friends</b> Create a Picasso style portrait of a friend in their class. (collage)	<b>How I see myself</b> Realism – self-portrait – (painted) <i>Focus: drawing of key facial features, positioning of features and skin tone.</i>	<b>Life in School</b> Landscape picture – painted water coloured background with stick people pen drawings depicting an aspect of life in school which conveys a message about one of our school values.