

ART MEDIUM TERM PLAN (MTP) YEAR 2 2022: Taught 1st half of each term

ART MTP Y2	Autumn 1: 8 WEEKS Diversity & Global Learning opportunities: Ibn Battuta coin making.	Spring 1: 6 WEEKS Diversity & Global Learning opportunities: Roussea and Seurat.	Summer 1: 6 WEEKS Diversity & Global Learning opportunities: Maths week – Pythagaros and creating artwork based on shapes.
<p><i>Taken from the Year group curriculum map</i></p>	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Craft and design: map it out</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work. <p>Key Skills:</p> <ul style="list-style-type: none"> Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work. <p>Key vocabulary:</p>	<p>Topic Title: Painting and mixed media: life in colour</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. <p>Key Skills:</p> <ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. 	<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: Sculpture and 3D: clay houses</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. <p>Key Skills:</p> <ul style="list-style-type: none"> Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary.

	Abstract, curator, design brief, felt, gallery, inspired, mosaic, pattern, composition, design, evaluate...	<ul style="list-style-type: none"> • Developing observational skills to look closely and reflect surface texture through mark-making. • Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. • Creating a range of secondary colours by using different amounts of each starting colour or adding water. • Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. • Talking about art they have seen using some appropriate subject vocabulary. <p>Key vocabulary: Collage, mixing, primary colour, surface, detail, overlap, secondary colour, texture...</p>	<ul style="list-style-type: none"> • Explaining their ideas and opinions about their own and other's art work, giving reasons. <p>Key vocabulary: Casting, cut, flattening, impressing, join, pinch pot, roll, sculpture, shape, smooth, three dimensional, ceramic, mosaic, glaze, details.</p>
Lesson 1	<p>Lesson objective (s): <u>To investigate maps as a stimulus for drawing.</u></p> <p>Brief outline of main tasks: Investigating the way maps can be real or imaginary; comparing features of maps as artworks; creating children's own maps in a chosen style and medium.</p>	<p>Lesson objective (s): <u>To develop knowledge of colour mixing.</u></p> <p>Brief outline of main tasks: Exploring colour mixing and creating a range of secondary colours in paint.</p>	<p>Lesson objective (s): <u>To use my hands as a tool to shape clay.</u></p> <p>Brief outline of main tasks: Exploring how clay can be shaped by hand and learning some basic skills to apply when making a simple model.</p>
Lesson 2	<p>Lesson objective (s): <u>To learn and apply the steps of the feltmaking process.</u></p> <p>Brief outline of main tasks: Considering a creative brief; learning the making process for hand-made felt; creating a felt piece as part of a class</p>	<p>Lesson objective (s): <u>To know how texture can be created with paint.</u></p> <p>Brief outline of main tasks: Identifying textured surfaces and reproducing them using a range of painting tools.</p>	<p>Lesson objective (s): <u>To shape a pinch pot and join clay shapes as decoration.</u></p> <p>Brief outline of main tasks: Practising using the 'score and slip' clay joining technique, the children make their own pinch pot and decorate it by joining clay shapes.</p>

	artwork. The children to design an ancient coin in the style of 1300's Morocco.			
Lesson 3	<p>Lesson objective (s): <u>To experiment with a craft technique to develop an idea.</u></p> <p>Brief outline of main tasks: Learning about abstract art; developing children's map drawings into stained-glass style pieces by choosing a section with interesting shapes and colours; creating an abstract work by cutting and arranging shapes.</p>	<p>Lesson objective (s): <u>To use paint to explore texture and pattern.</u></p> <p>Brief outline of main tasks: Learning about the collage work of artist Romare Bearden; re-creating colours and textures using paint and making patterned surfaces ready for use in a collage.</p>	<p>Lesson objective (s): <u>To use impressing and joining techniques to decorate a clay tile.</u></p> <p>Brief outline of main tasks: Having learned about the sculpture of Rachel Whiteread, the children will experiment with working positively and negatively into a clay surface.</p>	
Lesson 4	<p>Lesson objective (s): <u>To develop ideas and apply craft skills when printmaking.</u></p> <p>Brief outline of main tasks: Developing children's map drawings into simple print designs, making and using printing tiles and exploring how to display the finished artwork.</p>	<p>Lesson objective (s): <u>To compose a collage, choosing and arranging materials for effect.</u></p> <p>Brief outline of main tasks: Composing and arranging collage materials, making choices based on colour and texture.</p>	<p>Lesson objective (s): <u>To use drawing to plan the features of a 3D model.</u></p> <p>Brief outline of main tasks: Creating a drawing of a home, children plan how they will turn their drawing into a 3D clay tile by working positively and negatively in clay.</p>	
Lesson 5	<p>Lesson objective (s): <u>To present artwork and evaluate it against a design brief.</u></p> <p>Brief outline of main tasks: Evaluating the success of their collaborative and individual artworks against the original</p>	<p>Lesson objective (s): <u>To evaluate and improve artwork.</u></p> <p>Brief outline of main tasks: No description – see lesson plan on Kapow.</p> <p>ASSESSMENT:</p>	<p>Lesson objective (s): <u>To make a 3D clay tile from a drawn design.</u></p> <p>Brief outline of main tasks: Using their drawn designs to guide them, the children will apply what they've learned about rolling, joining</p>	

	<p>design brief; making choices about how to organise and display their artworks in a classroom gallery.</p> <p>ASSESSMENT: Assessment to be used to record progress. Print out quiz sheet for pupils to answer questions on.</p>	<p>Assessment to be used to record progress. Print out quiz sheet for pupils to answer questions on.</p>	<p>and pressing into clay to create their tile houses.</p> <p>ASSESSMENT: Assessment to be used to record progress. Print out quiz sheet for pupils to answer questions on.</p>
Lesson 6	<p>Lesson objective (s): To create a treasure map.</p> <p>Brief outline of main tasks: Part 2- The children will add colour to the dried map and use black felt tip pens to go over pencil lines.</p>		
Lesson 7	<p>Lesson objective (s): Assessment week</p> <p>Brief outline of main tasks:</p>	Term end	Term end
Lesson 8	<p>Lesson objective (s): Evaluation</p> <p>Brief outline of main tasks:</p>		