

Art – Year 2 – Autumn 2 – Drawing: Tell a story (5 lessons) Craft and design: map it out (lesson 1 and 3)

<p>Previous Learning / sticky knowledge</p>	<p>Year 1: Drawing: Make your mark Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <p>This unit: Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support.</p>	<p>Year 1: craft and design: woven wonders Give an opinion about whether an activity counts as ‘art’. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn’t work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don’t go right the first time. Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuña’s artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like about their finished work.</p> <p>This unit: Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place ‘jigsaw’ pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p>
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	Curiosity questions	Substantive knowledge	Disciplinary Knowledge	Key Vocabulary
Wk 1	Does the way you hold the charcoal affect the marks you make?	<p>Formal elements:</p> <p>Form: That ‘composition’ means how things are arranged on the page.</p> <p>Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Making skills:</p> <p>How different marks can be used to represent words and sounds.</p> <p>That charcoal is made from burning wood.</p> <p>How to use different materials and marks to replicate texture.</p> <p>How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</p> <p>How to use charcoal to avoid snapping and to achieve different types of lines.</p>	<p>Generating ideas:</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks:</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>charcoal</p> <p>lines</p> <p>marks</p> <p>mark-making</p> <p>thick</p> <p>thin</p>
<p><u>Retrieval Practice Questions</u></p> <p>Last week:</p> <p>Last term: Name the primary colours.</p> <p>Last year: how can you use a pencil to make different marks?</p>				
Wk 2	How could you draw what the object feels like?	<p>Formal elements:</p> <p>Form: That ‘composition’ means how things are arranged on the page.</p> <p>Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Making skills:</p> <p>That a combination of materials can achieve the desired effect.</p> <p>How to use different materials and marks to replicate texture.</p> <p>How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</p> <p>How to use charcoal to avoid snapping and to achieve different types of lines.</p> <p>How to use drawing pens.</p>	<p>Generating ideas:</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks:</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>blending</p> <p>feel</p> <p>hatching</p> <p>mark</p> <p>scribbling</p> <p>stippling</p> <p>texture</p> <p>tool</p> <p>touch</p>
<p><u>Retrieval Practice Questions</u></p> <p>Last week: picture of a child using charcoal on its side. Describe how they are using it.</p> <p>Last term: Which two colours make orange? (yellow and red), green? (blue and yellow), purple? (red and blue)</p> <p>Last year: draw a curved and a straight line.</p>				

Wk 3	Lesson 3: My toy story	Formal elements: Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Making skills: How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. How to use different materials and marks to replicate texture. How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. How to use marks and lines to show expression on faces. How to make a concertina book. How to use drawing to tell a story. How to use charcoal to avoid snapping and to achieve different types of lines. How to use drawing pens. Knowledge of artists: Illustrators use drawn lines to show how characters feel. Evaluating and analysing: People use art to tell stories. People make art for fun. People make art to help others understand something.	Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.	mark-making observation outline sketch texture tone
<u>Retrieval Practice Questions</u> Last week: Why do we add texture? Last term: what does printing mean? Last year: listen to the music and draw a picture of what you can hear.				
Wk 4	Lesson 4: Creating characters	Formal elements: Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Making skills: How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect.	Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.	emoji emotion expression feeling illustrator illustration mark-making texture

		<p>That charcoal is made from burning wood. How to use different materials and marks to replicate texture. How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. How to use marks and lines to show expression on faces. How to make a concertina book. How to use drawing to tell a story. How to use charcoal to avoid snapping and to achieve different types of lines. How to use drawing pens.</p> <p>Knowledge of artists: Illustrators use drawn lines to show how characters feel.</p> <p>Evaluating and analysing: People use art to tell stories. People make art for fun. People make art to help others understand something.</p>	<p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p>	
<p><u>Retrieval Practice Questions</u> Last week: picture of a soft toy. What shapes can they see? Last term: What does hue mean? Last year: 'Red Tondo' by Ily Bolotowsky what can you see?</p>				
Wk 5	<p>Lesson 5: Tell a story</p>	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Making skills: How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. How to use different materials and marks to replicate texture. How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. How to use marks and lines to show expression on faces. How to make a concertina book. How to use drawing to tell a story. How to use charcoal to avoid snapping and to achieve different types of lines. How to use drawing pens.</p> <p>Knowledge of artists:</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p>	<p>character concertina frame re-tell story storyboard</p>

		<p>Illustrators use drawn lines to show how characters feel.</p> <p>Evaluating and analysing: People use art to tell stories. People make art for fun. People make art to help others understand something.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p>	
<p><u>Retrieval Practice Questions</u> Last week: draw an angry face. Last term: Clarence Cliff 'circle tree'. What colours were chosen for the circles? Last year: What is texture?</p>				
Wk 6	<p>Why would someone make an imaginary map?</p>	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular. Making skills: How to draw a map to illustrate a journey. Knowledge of artists: Art can be figurative or abstract. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media. Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>imaginary inspired pattern shape texture</p>
<p><u>Retrieval Practice Questions</u> Last week: show a picture of Quentin Blake's illustration. What do they like/dislike about it? Last term: what is weaving? Last year: picture of different lines can they describe what the lines look like?</p>				
Wk 7	<p>What is abstract art?</p>	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular. Making skills: How to draw a map to illustrate a journey. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours.</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media.</p>	<p>abstract composition mosaic overlap stained glass transparent</p>

		<p>Knowledge of artists: Art can be figurative or abstract. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>	<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	
<p><u>Retrieval Practice Questions</u> Last week: discuss what they can see in the Territory Dress by Susan Stockwell. Last term: What is the warp and weft? Show picture of weaving. Last year: picture of wool wrapping. Describe the method.</p>				
	<p>WOW Experience Days</p>	<p>Week 3 bring in own soft toy to draw.</p>		