| | Art – Year 2 – Spring 2 – Painting and mixed media: life in colour (5 lessons) | | | | |
|---------|---|--|--|---|--|
| | Previous Learning / Sticky knowledge Previous Explore coloured materials to mix secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates. This unit: Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. | | | | |
| | Curiosity | Choose materials and tools after trying them out. Substantive knowledge | Disciplinary Knowledge | Key Vocabulary | |
|) A / I | questions | Formulation and | Comparations island | | |
| Wk 1 | How do I mix colours? | Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. | Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 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. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. | mixing primary colour secondary colour | |

| | Т | T | | 1 |
|----|---------------|--|--|-----------------|
| | | Texture: | Develop observational skills to look closely and | |
| | | Drawing techniques such as hatching, scribbling, stippling, and blending can create surface | aim to reflect some of the formal elements of | |
| | | texture. | art (colour, pattern, texture, line, shape, form | |
| | | Painting tools can create varied textures in paint. | and space) in their work. | |
| | | Tone: | Knowledge of artists: | |
| | | Different amounts of paint and water can be used to mix hues of secondary colours. | Talk about art they have seen using some | |
| | | Making skills: | appropriate subject vocabulary. | |
| | | How to mix a variety of shades of a secondary colour. | Apply their own understanding of art materials | |
| | | How to make choices about amounts of paint to use when mixing a particular colour. | learnt from artist work to begin purposefully | |
| | | How to match colours seen around them. | choosing materials for a specific effect. | |
| | | How to create texture using different painting tools. | Evaluating and analysing: | |
| | | How to make textured paper to use in a collage. | Explain their ideas and opinions about their | |
| | | How to choose and shape collage materials eg cutting, tearing. | own and others' artwork, beginning to | |
| | | How to compose a collage, arranging and overlapping pieces for contrast and effect. | recognise the stories and messages within in | |
| | | How to add painted detail to a collage to enhance/improve it. | and showing an understanding of why they | |
| | | Knowledge of artists: | may have made it. | |
| | | Some artists create art to make people aware of good and bad things happening in the world | Begin to talk about how they could improve | |
| | | around them. | their own work. | |
| | | | Talk about how art is made. | |
| | | Art can be figurative or abstract. | Talk about now art is made. | |
| | | Artists try out different combinations of collage materials to create the effect they want. | | |
| | | 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 help others understand something. | | |
| | | actice Questions | | |
| | | name the secondary colours. | | |
| | | how a charcoal drawing tool. What is it? | | |
| | Last year: Cl | arence Cliff what did she do? | | |
| Wk | Lesson 2: | Formal elements: | Generating ideas: | primary colours |
| 2 | | Colour: | Begin to generate ideas from a wider range of | secondary |
| | What is | Different amounts of paint and water can be used to mix hues of secondary colours. | stimuli, exploring different media and | colours |
| | texture? | Colours can be mixed to 'match' real life objects or to create things from your imagination. | techniques. | texture |
| | | Form: | Making skills: | |
| | | That 'composition' means how things are arranged on the page. | Further demonstrate increased control with a | |
| | | Shape: | greater range of media. | |
| | | Collage materials can be shaped to represent shapes in an image. | Make choices about which materials and | |
| | | Pattern: | techniques to use to create an effect. | |
| | | Patterns can be used to add detail to an artwork. | Use hands and tools with confidence when | |
| | | Texture: | cutting, shaping and joining paper, card and | |
| | | Collage materials can be chosen to represent real-life textures. | malleable materials. | |
| | | Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. | maneable materials. | |
| | | | | |

| | | Toytura | Dayolan absorvational skills to look alocalistand | |
|---------|--|---|--|--------------------|
| | | Texture: | Develop observational skills to look closely and aim to reflect some of the formal elements of | |
| | | Drawing techniques such as hatching, scribbling, stippling, and blending can create surface | | |
| | | texture. | art (colour, pattern, texture, line, shape, form | |
| | | Painting tools can create varied textures in paint. | and space) in their work. | |
| | | Tone: | Knowledge of artists: | |
| | | Different amounts of paint and water can be used to mix hues of secondary colours. | Talk about art they have seen using some | |
| | | Making skills: | appropriate subject vocabulary. | |
| | | How to mix a variety of shades of a secondary colour. | Apply their own understanding of art materials | |
| | | How to make choices about amounts of paint to use when mixing a particular colour. | learnt from artist work to begin purposefully | |
| | | How to match colours seen around them. | choosing materials for a specific effect. | |
| | | How to create texture using different painting tools. | Evaluating and analysing: | |
| | | How to make textured paper to use in a collage. | Explain their ideas and opinions about their | |
| | | How to choose and shape collage materials eg cutting, tearing. | own and others' artwork, beginning to | |
| | | How to compose a collage, arranging and overlapping pieces for contrast and effect. | recognise the stories and messages within in | |
| | | How to add painted detail to a collage to enhance/improve it. | and showing an understanding of why they | |
| | | Knowledge of artists: | may have made it. | |
| | | Some artists create art to make people aware of good and bad things happening in the world | Begin to talk about how they could improve | |
| | | around them. | their own work. | |
| | | Art can be figurative or abstract. | Talk about how art is made. | |
| | | Artists try out different combinations of collage materials to create the effect they want. | | |
| | | 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 help others understand something. | | |
| | | | | |
| | | actice Questions | | 1 |
| | Last week: v | vhat happens when I mix 2 colours together? | | |
| | Last week: v Last term: d | raw a happy face. | | |
| | Last week: v Last term: d Last year: W | vhat happens when I mix 2 colours together? | | |
| Vk | Last week: v Last term: d | ractice Questions what happens when I mix 2 colours together? raw a happy face. /hat is printing? Formal elements: | Generating ideas: | collage |
| | Last week: v Last term: d Last year: W | actice Questions what happens when I mix 2 colours together? raw a happy face. what is printing? | Generating ideas: Begin to generate ideas from a wider range of | collage texture |
| | Last week: v Last term: d Last year: W | ractice Questions what happens when I mix 2 colours together? raw a happy face. /hat is printing? Formal elements: | _ | _ |
| | Last week: V Last term: d Last year: W Lesson 3: | Actice Questions What happens when I mix 2 colours together? raw a happy face. That is printing? Formal elements: Colour: | Begin to generate ideas from a wider range of | _ |
| | Last week: N Last term: d Last year: W Lesson 3: | Actice Questions What happens when I mix 2 colours together? raw a happy face. What is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. | Begin to generate ideas from a wider range of stimuli, exploring different media and | _ |
| | Last week: W | Actice Questions What happens when I mix 2 colours together? raw a happy face. What is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | _ |
| | Last week: W | ractice Questions what happens when I mix 2 colours together? raw a happy face. /hat is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills: | _ |
| Wk 3 | Last week: W | chactice Questions what happens when I mix 2 colours together? raw a happy face. /hat is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills: Further demonstrate increased control with a | _ |
| | Last week: W | ractice Questions what happens when I mix 2 colours together? raw a happy face. /hat is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills: Further demonstrate increased control with a greater range of media. | _ |
| | Last week: W | Actice Questions What happens when I mix 2 colours together? raw a happy face. What is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and | _ |
| Wk 3 | Last week: W | Actice Questions What happens when I mix 2 colours together? raw a happy face. What is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 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. | _ |
| | Last week: W | Actice Questions what happens when I mix 2 colours together? raw a happy face. What is printing? Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 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. Use hands and tools with confidence when | _ |

| | | T., 4 | Develop december at 190 to 1 to 1 to 1 | |
|----|---------------|--|--|---------|
| | | Texture: | Develop observational skills to look closely and | |
| | | Drawing techniques such as hatching, scribbling, stippling, and blending can create surface | aim to reflect some of the formal elements of | |
| | | texture. | art (colour, pattern, texture, line, shape, form | |
| | | Painting tools can create varied textures in paint. | and space) in their work. | |
| | | Tone: | Knowledge of artists: | |
| | | Different amounts of paint and water can be used to mix hues of secondary colours. | Talk about art they have seen using some | |
| | | Making skills: | appropriate subject vocabulary. | |
| | | How to mix a variety of shades of a secondary colour. | Apply their own understanding of art materials | |
| | | How to make choices about amounts of paint to use when mixing a particular colour. | learnt from artist work to begin purposefully | |
| | | How to match colours seen around them. | choosing materials for a specific effect. | |
| | | How to create texture using different painting tools. | Evaluating and analysing: | |
| | | How to make textured paper to use in a collage. | Explain their ideas and opinions about their | |
| | | How to choose and shape collage materials eg cutting, tearing. | own and others' artwork, beginning to | |
| | | How to compose a collage, arranging and overlapping pieces for contrast and effect. | recognise the stories and messages within in | |
| | | How to add painted detail to a collage to enhance/improve it. | and showing an understanding of why they | |
| | | Knowledge of artists: | may have made it. | |
| | | Some artists create art to make people aware of good and bad things happening in the world | Begin to talk about how they could improve | |
| | | around them. | their own work. | |
| | | Art can be figurative or abstract. | Talk about how art is made. | |
| | | Artists try out different combinations of collage materials to create the effect they want. | | |
| | | 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 help others understand something. | | |
| | Retrieval Pra | actice Questions | | |
| | Last week: V | Vhat is texture? | | |
| | Last term: w | rhat does Quentin Blake do? | | |
| | Last year: N | ame the 3 primary colors? | | |
| Wk | Lesson 4: | Formal elements: | Generating ideas: | collage |
| 4 | | Colour: | Begin to generate ideas from a wider range of | overlap |
| | What is a | Different amounts of paint and water can be used to mix hues of secondary colours. | stimuli, exploring different media and | texture |
| | collage? | Colours can be mixed to 'match' real life objects or to create things from your imagination. | techniques. | |
| | | Form: | Making skills: | |
| | | That 'composition' means how things are arranged on the page. | Further demonstrate increased control with a | |
| | | Shape: | greater range of media. | |
| | | Collage materials can be shaped to represent shapes in an image. | Make choices about which materials and | |
| | | Pattern: | techniques to use to create an effect. | |
| | | Patterns can be used to add detail to an artwork. | Use hands and tools with confidence when | |
| | | Texture: | cutting, shaping and joining paper, card and | |
| | | Collage materials can be chosen to represent real-life textures. | malleable materials. | |
| | | Collage materials can be overlapped and overlaid to add texture. | | |
| | I | The second secon | | I. |

| Texture: Develop obser | ational skills to look closely and | | | |
|--|---|--|--|--|
| | | | | |
| | ome of the formal elements of | | | |
| | ern, texture, line, shape, form | | | |
| Painting tools can create varied textures in paint. | | | | |
| Tone: Knowledge of | | | | |
| | ney have seen using some | | | |
| | ject vocabulary. | | | |
| How to mix a variety of shades of a secondary colour. Apply their ow | understanding of art materials | | | |
| How to make choices about amounts of paint to use when mixing a particular colour. | t work to begin purposefully | | | |
| How to match colours seen around them. choosing mate | als for a specific effect. | | | |
| How to create texture using different painting tools. Evaluating and | analysing: | | | |
| How to make textured paper to use in a collage. Explain their id | as and opinions about their | | | |
| How to choose and shape collage materials eg cutting, tearing. own and othe | artwork, beginning to | | | |
| How to compose a collage, arranging and overlapping pieces for contrast and effect. recognise the | ories and messages within in | | | |
| | understanding of why they | | | |
| Knowledge of artists: may have made | | | | |
| | out how they could improve | | | |
| around them. their own wor | , , | | | |
| Art can be figurative or abstract. Talk about ho | art is made. | | | |
| Artists try out different combinations of collage materials to create the effect they want. | | | | |
| 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 help others understand something. | | | | |
| Retrieval Practice Questions | | | | |
| Last week: Which correctly describes collage? Cutting paper shapes with scissors, sticking things together, arranging different r | aterials together and sticking them to a surface. | | | |
| Last term: picture of hatching – name what you can see in the picture – stippling, scribbling or hatching. | | | | |
| Last year: How do I make a secondary colour? | | | | |
| Wk Lesson 5: Formal elements: Generating ide | s: detail | | | |
| | te ideas from a wider range of surface | | | |
| | g different media and texture | | | |
| How do I Different amounts of paint and water can be used to mix hues of secondary colours. stimuli, explor add detail? Colours can be mixed to 'match' real life objects or to create things from your imagination. techniques. | g different media and | | | |
| Form: Making skills: | | | | |
| | trate increased control with a | | | |
| Shape: runtile define | | | | |
| | pout which materials and | | | |
| | se to create an effect. | | | |
| | cools with confidence when | | | |
| | | | | |
| | and joining paper, card and | | | |
| Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. malleable materials | IdIS. | | | |
| Linuage materials can be overlabbed and overlaid to add texture | | | | |

Develop observational skills to look closely and Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface aim to reflect some of the formal elements of texture. art (colour, pattern, texture, line, shape, form Painting tools can create varied textures in paint. and space) in their work. Knowledge of artists: Tone: Different amounts of paint and water can be used to mix hues of secondary colours. Talk about art they have seen using some Making skills: appropriate subject vocabulary. How to mix a variety of shades of a secondary colour. Apply their own understanding of art materials learnt from artist work to begin purposefully How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. choosing materials for a specific effect. How to create texture using different painting tools. Evaluating and analysing: How to make textured paper to use in a collage. Explain their ideas and opinions about their How to choose and shape collage materials eg cutting, tearing. own and others' artwork, beginning to How to compose a collage, arranging and overlapping pieces for contrast and effect. recognise the stories and messages within in How to add painted detail to a collage to enhance/improve it. and showing an understanding of why they Knowledge of artists: may have made it. Some artists create art to make people aware of good and bad things happening in the world Begin to talk about how they could improve around them. their own work. Art can be figurative or abstract. Talk about how art is made. Artists try out different combinations of collage materials to create the effect they want. 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 help others understand something. **Retrieval Practice Questions** Last week: true or false – think of 5 things you can remember about the artist Romare Bearden or his work. Last term: What is charcoal made from? Last year: true or false - Orange is made by mixing blue and yellow? WOW

Experience Days