



Art & Design Year 2

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Formal Elements	Pattern: Repeating Patterns	1	Creating repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint	Creating a repeat pattern and understanding how one single shape can create a line of pattern	A creative use of objects to make intricate designs with detail and strong visual impact
	Texture 1: Taking Rubbings	2	Exploring different textures, taking rubbings using different tools	Collecting contrasting surface rubbings and understanding what makes a more successful texture rubbing	Using descriptive words, exploring techniques more successfully, using drawing tools with confidence
	Texture 2: Frottage	3	Creating a picture using a collage of rubbings (frottage) and frottage	Using the rubbings to create an interesting frottage image.	Greater dexterity in tearing or cutting the shapes and a more controlled use of the frottage technique to create an image.
	Tone 1: 3D Pencil Drawings	4	Creating a 3D drawing	Understanding of the different uses of a pencil to create different tones.	Good observational skills which are shown through careful application of tone to create 3D effects.
	Tone 2: 3D Colour Drawings	5	Creating a 3D drawing in colour, using tone to create lighter and darker by using different drawing tools and different ways of holding them	Using the appropriate drawing tool/tools to create different tones and textures on individual planets.	Good observational skills which are shown through careful application of tone to create 3D effects. The ability to work on a larger scale successfully
Skills	Sketchbooks	1	N/A	Unassessed	Unassessed
	Learning About...Drawing for fun	2	Experiencing drawing for pleasure and suggesting ways in which they can improve their own work and the work of others	Completing a drawing of their own choice to a satisfactory standard.	Independently finding an image they want to draw and completing the activity with less guidance and support
	Painting: Rollercoaster Ride	3	Developing painting skills, working with control and the correct amount of paint	An ability to hold a brush correctly and with confidence. Loading the brush with the correct amount of paint, confidently making flowing lines.	Adding details to their painting with some success.
	Drawing: Shading	4	Exploring the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines	Can shade with a range of tones, neatly within the lines without leaving gaps. Can vary both the tone and the direction and strength of pencil line within their shading.	Can create recognisable shapes within the boxes; working with greater precision in their shading
	Craft: Clay Patterns	5	Using my hands as a tool for making, creating repeating patterns into clay i	Understanding the properties of clay and how to impress patterns; relating this to printing techniques	Producing neater, more detailed repeated patterns; discussing the effects created by the varying techniques



	Design: Clarice Cliff Plates	6	Designing a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches	Neat painting strokes when forming the circles.	The proportions of the circles reflecting the original example. Bright colours, applied with neatness behind a strong black silhouette.
	Craft: Weaving a Picture	7	Learning to weave by folding a horizontal piece of paper into eight sections, a vertical into six sections, cutting accurately and threading strips of paper to create a weave pattern	Successfully creating a weave pattern.	Producing higher quality outcomes.
Exploring the human form: collage, portraits & sculpture	Human Alphabet	1	Working as part of a group to use my body creatively to create human sculptures	Participating effectively in the group and successfully creating photos of letterforms.	Taking a lead in the group, resulting in more intricate letterforms of a higher standard and/or spelling words.
	Skulls	2	Drawing a skull, identifying its facial features and tracing accurately and adding decoration	Drawing a basic skull outline and decorating it with a pattern.	Producing a high quality drawing, above the class average. Eloquently expressing a like or dislike for skull art, justifying their preferences/aversions
	Making Faces	3	Creating a collage of facial features	Producing a face collage of all features in relative proportion to the original image.	Confidently creating collages that evidence more surreal manipulation of facial features. Responding thoughtfully to questioning and giving deeper responses on the complex subject of 'beauty'
	Opie Style Portraits	4	Creating a self-portrait in the style of Julian Opie by drawing long lines to outline the: face, head, neck and hair and adding facial features using dots and small lines	Making secure progress and correctly outlining their own photographed portrait. Recalling key facts about Julian Opie and giving a personal opinion about some of his work.	Creating a higher quality outcome or being able to recite details about Opie's artwork in much greater depth.
	Clothes Peg Figures	5	Making a clothes peg figure from a variety of materials	Successfully producing a clothes peg figure. They will know and remember the work of Edwina Bridgeman and have taken part in an evaluation about her work and compared it to their own in simple terms.	Having made more sophisticated outcomes - either reproducing a figure in the style of Edwina Bridgeman, explaining the similarities or alternatively veering away from her style and explaining the differences.