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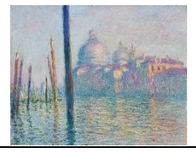
ART Long Term Plan Year Two 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Focus Medium Drawing** **Focus element/s: line, shape, tone, value** **Artist: Edgar Degar** 	**Focus Medium Painting** **Focus element/s: colour, value, tone, space** **Artist: Claude Monet** 	**Focus Medium Sculpture** **Focus element/s: texture, form** **Artist: Yayoi Kusama**
Sticky Knowledge	To know what is meant by an impressionist artist To use shading to add light and dark Use the terms shading, gradient and contour	To use cool and warm colours To use gradient within a painting To use both acrylic and watercolour effectively and explain why the choices have been made To explain why different brushes make different effects	To use a range of modelling tools successfully and use correct vocabulary to discuss how they are manipulating the clay To follow a design to creature a sculpture in the style of an artist To use paint to create a finishing effect
Vocabulary	contour lines, directional shading, gradient, Impressionist painting,	Secondary colours, cool colours, warm colours, gradient, acrylic, opaque, watercolour, wash, blending, line, impressionism	Clay, porcelain clay, red clay, black clay, air dry, spongy, soft, light, manipulate, shape, polymer, acrylic, pinch pot, needle tool, steel scraper, ribbon tool, wood modelling tool, sponge, wire cutter
Artist Knowledge	Edgar Degas Born in Paris, France 1834 Edgar Degas was a French Impressionist artist famous for his pastel drawings and oil paintings. 	Claude Monet He was born in Paris in 1840 Monet experimented with a new style of art later named as Impressionism 	Born 22/3/1929 Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, and is active in painting, performance, video art, fashion, poetry, fiction, and other arts.
Suggested Tasks	**Focused Sessions** **Session 1 Artist Study** Recall previous artist knowledge (see EYFS, Y1) Introduce Edgar Degas and his artwork including Ballet Dancer Learn the facts about him Pencil Grip Hold the pencil further towards the end for loose sketching. Sketching is more expressive when using a grip suitable for purpose. Pencil and eraser skills	**Focused Sessions** **Session 1 Artist study** Recall prior artists (see EYFS,Y1) Introduce Monet and his Water Lily Pond piece among others and learn the facts about him. Colour Skills Recall prior knowledge e.g. primary and secondary colours and what they are. Learn that blue, green and purple belong to the cool colour family. Learn that red, orange and yellow belong to the warm colour family.	**Focused Sessions** **Lesson 1 Artist study** Recall prior artists and skills (see EYFS,Y1) Introduce Yayoi Kusama and her work. Explain that she is a contemporary artist who mostly does sculptures. Learn what a contemporary artist is. Making a paper pumpkin sculpture (modelling) Model making a paper pumpkin sculpture using the 'paper strip' technique (lots of videos on You Tube (https://www.youtube.com/watch?v=1yZehJw2dOE)

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	Can choose a position of the pencil based on purpose. E.g. angled to apply tone. Tone Know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones. Practise pencil grip and blending tones in sketch book **Lesson 2 Line** Know that refining lines increases the accuracy of their drawing. Know that an eraser can be used to refine lines but also to lighten shaded areas. Directional shading Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide. Can begin to follow the contour lines of a shape when shading (directional shading). Gradients Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. Practise these skills in sketch book **Sessions 3 and 4 Artist inspired piece of work** Inspired by Degas, and practising learned skills, children are to create two different pieces of artwork using his Impressionist style. After lesson 3 and prior to starting lesson 4's piece talk about next steps for improving work.	Recall that when adding a darker colour such as purple makes its colour or value darker. This is known as shade. Colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink). Learn that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. Practise making gradients of different colours in sketch books **Lesson 2 Paintbrush Skills and knowledge** **Recall prior knowledge (see Y1)** Learn that flat brushes aren't as versatile as round brushes but they're useful for blending and creating washes Learn that rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines. Learn that using different brushes will create a different aesthetic. E.g. a large flat brush will create wide sharp lines. Practise using the different paintbrushes in this way in sketch books Practise making short, quick brush strokes like those that Monet used. Paint knowledge and practise Recall prior learning (see Y1) Learn that the paints have different properties e.g. watercolours are translucent and acrylic paint is opaque. Explore using the different types of paint and begin to think about when it would be best to use them in their work. **Lessons 3 and 4 Artist Inspired Work** Inspired by Claude Monet children are to create two different pieces of artwork using his Impressionist style. After lesson 3 and prior to starting lesson 4's piece talk about next steps for improving work.	Children make their own paper pumpkin **Lesson 2** Making a paper flower sculpture (modelling) Model making a paper flower sculpture using the technique showed by the following video (https://www.youtube.com/watch?v=XBpe0B6G9tM) Children make their own paper flower sculptures **Lesson 3** Making a clay pumpkin sculpture (modelling) (Skills, rolling, pinching, squeezing, smoothing, scratching) (Tools, wooden modelling tool, needle tool) Watch the following introduction to clay tools video and learn the names of the tools and what they are used for https://www.youtube.com/watch?v=yo4sEj16jBQ Model making a clay pumpkin using the technique shown by the following video (https://www.youtube.com/watch?v=HlgcTd8K9hc) Children make their own clay pumpkins. Teach the children that they are using the 'pinch pot' method here! **Lesson 4** Painting the clay pumpkin (modelling) Model painting the clay pumpkin in the style of Yayoi Kusama as shown in the video linked below https://www.youtube.com/shorts/a0j7IpywYL8

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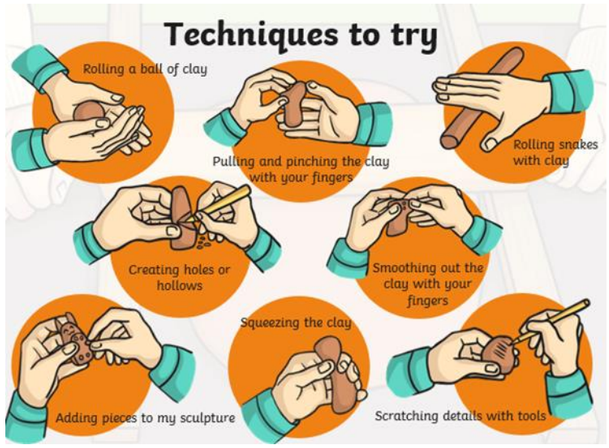
			Children paint their own clay pumpkin in the style of Yayoi Kusama. Teach the children that the best paint to use for clay is acrylic paint. When dry glaze with PVA glue. **Lesson 5** Making a clay sculpture inspired by 'Shine of Life' by Yayoi Kusama (modelling) 'Shine of Life' Show the children the 'Shine of Life' and ask them to design (sketch first) and then make their own clay sculpture using the 'Shine of Life' as inspiration. Use You Tube videos and model how to roll and shape the clay Practise skills  Before they design their sculpture allow the children time to explore these different techniques using the clay and encourage them to decide which they will use in their sculpture

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Skills and Knowledge linked to outcomes	**Drawing Skills** Hold the pencil further towards the end for loose sketching. Sketching is more expressive when using a grip suitable for purpose. Lines and contours are clearly identifiable as observed objects. When lines are refined, they will appear sharper Refine their drawing by using an eraser accurately to remove inaccurate lines. Can apply different tones (dark, mid and light) by utilising a change in pressure. Begin to blend tones or gradients using appropriate pressure. Can begin to follow the contour lines of a shape when shading (directional shading). Can choose a position of the pencil based on purpose. E.g. angled to apply tone.	**Drawing Knowledge** Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching. Know that they can follow basic contours and outlines of shapes from observation Know that refining lines increases the accuracy of their drawing. Know that an eraser can be used to refine lines but also to lighten shaded areas. Know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones. Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide. Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.	**Colour Skills** Begin to describe colours by objects Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours Know that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family. Know that adding a darker colour such as purple makes its colour or value darker. This is known as shade. Colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink). Know that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. Make many tones of one colour using white Darken colours without using black Know that paints have different properties, for example:	**Paint Skills** Hold a paintbrush correctly Try out different sized brushes. Know that paintbrushes can differ in appearance and purpose Know that flat brushes aren't as versatile as round brushes, but they're useful for blending and creating washes Know that rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines. Know that using different brushes will create a different aesthetic. E.g. a large flat brush will create wide sharp lines.	**Sculpting Skills and Knowledge** Revise the four main types of sculpting, carving, modelling, casting, constructing https://kids.britannica.com/kids/article/sculpture/353751 (guidance for staff) Carving is the process of turning such substances as stone, wood, or ivory into a desired shape by cutting or chipping away pieces. Modelling involves shaping a soft material such as clay by hand. It can then be baked until it hardens. Models can also be used in casting. Casting is used to reproduce a piece of sculpture through the use of a mould Construction is a sculpture built of many parts, such as pieces of wood, cardboard, or metal. Clay is good for sculpting because it is very malleable before being heated. You can also paint and varnish it. There are different types of clay such as porcelain clay, red clay and black clay. Contemporary art is art made today by living artists. To Air dry is to make or become dry through contact with unheated air. Acrylic paint is water-based fast-drying paint widely used by artists since the 1960s. It can be used thickly or thinly depending how much water is added to it.

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			- Watercolour = translucent - Acrylic = opaque		Pinch pot -pinching is a pottery technique, fundamental to manipulating clay. Making a pinch-pot is pressing the thumb into a ball of clay, and drawing the clay out into a pot by repeatedly squeezing the clay between the thumb and fingers.
Assessment Opportunities	Inspired by Degas, and practising learned skills, embark on a final piece using his Impressionist style. Encourage children to think about pencil grip and position, use of eraser, tone and blending. When completed, evaluate piece and decide on next steps for improving drawing.		Inspired by Claude Monet, embark on a final piece using his impressionist style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.		Children to use their designs to paint their models in the style of Yayoi Kusama. Glaze with PVA glue to seal. Encourage the children to think about their next steps: what went well and what would they change?
Previous and Past learning experiences	**Why this topic now?** To build upon Y1 and introduce directional shading and gradient **Next Steps Learning:** Y3 To build upon Y2 by adding cross hatching to further enhance light and dark		**Why this topic now?** Y1 To use knowledge of primary colours to create secondary colours **Next Steps Learning: Y3**		**Why this topic now?** Y1 To use knowledge of sculpting techniques and introduce planning and designing to their own work. **Next Steps Learning: Y3**
National Curriculum	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making

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			links to their own work.