

Art & Design Year 2- Medium Term Planning

Painting and Mixed Media: Life in Colour

National Curriculum Objective

National Curriculum:

- To use a range of materials creatively to design and make products
- To use drawing to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

| Adapted from KAPOW Y2 Unit – Life in Colour. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
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| Learning intention | | | | | | |
| Recall and Retrieval | | | | • | | |
| Key Knowledge <i>Sequence of knowledge throughout the lesson</i> | <ul style="list-style-type: none"> • Know that different amounts of paint and water can be used to mix hues of secondary colours. (Colour) • | <ul style="list-style-type: none"> • Know that colours can be mixed to 'match' real life objects or to create things from your imagination. (Colour) • Know that different amounts of paint and water can be used to mix hues of secondary colours. (Tone) • | <ul style="list-style-type: none"> • Know that 'composition' means how things are arranged on the page. (Form) • Know that collage materials can be shaped to represent shapes in an image. (Shape) • Know that collage materials can be overlapped and overlaid to add texture. (Texture) • Some artists create art to make people aware of good and bad things happening in the world around them. (Knowledge of Artists) | <ul style="list-style-type: none"> • Know that patterns can be used to add detail to an artwork. (Pattern) • Know that collage materials can be chosen to represent real-life textures. (Texture) • Artists try out different combinations of collage materials to create the effect they want. (Knowledge of Artists) | <ul style="list-style-type: none"> • Know that painting tools can create varied textures in paint. (Texture) | <ul style="list-style-type: none"> • Art can be figurative or abstract. (Knowledge of Artists) |

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| Key Skills | | <ul style="list-style-type: none"> • 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. • 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. | | <ul style="list-style-type: none"> • <i>How to mix a variety of shades of a secondary colour.</i> • <i>How to make choices about amounts of paint to use when mixing a particular colour.</i> • <i>How to match colours seen around them.</i> • <i>How to create texture using different painting tools.</i> • <i>How to make textured paper to use in a collage.</i> • <i>How to choose and shape collage materials eg cutting, tearing.</i> • <i>How to compose a collage, arranging and overlapping pieces for contrast and effect.</i> • <i>How to add painted detail to a collage to enhance/improve it.</i> | <ul style="list-style-type: none"> • Talk about how art is made. (Evaluate and Analyse) • 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. (Evaluate and Analyse) • Talk about art they have seen using some appropriate subject vocabulary. (Knowledge of Artists) • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. (Knowledge of Artists) | <ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (Generating Ideas) • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (Generating Ideas) • Experiment in sketchbooks, using drawing to record ideas and make decisions about what to try next. (Using Sketchbooks) |
| Disciplinary Knowledge <i>Evaluate/Analyse</i> | | | | <ul style="list-style-type: none"> • Know that people use art to tell stories. • People make art to help others understand something. | | |

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| Main teaching activity: <i>Summary</i> | Success Criteria | Success Criteria | Success Criteria | Success Criteria | Success Criteria | Success Criteria |
| Scaffolding | | | | | | |
| Challenge | | | | | | |
| Key vocabulary: | | Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture | | | | |
| End of Unit Outcomes: | <ul style="list-style-type: none"> • 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'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. | | | | | |
| Resources | | | | | | |

