

Whitefield Primary School - Long Term Curriculum Overview - Key Stage 1

Art - Year 2

	Autumn 1 DT	Autumn 2 DT	Spring 1 DT	Spring 2 Art & Design	Summer 1 Art & Design	Summer 2 Art & Design
Year 2				<p><u>LC - How would we tackle the Great Fire of London?</u></p> <p>Drawing / Painting / Collage (hot, cold)</p> <p><u>Knowledge and generating ideas</u></p> <ul style="list-style-type: none"> - Look at hot and cold colours. Decide which colours (from the colour wheel) would be hot and cold. Evidence in Sketch Books - Look at shades of colour - focus on hot / cold colours (orange / blue etc). Look at shades of colours around our school environment. - Colour mixing - use white / black paint to change the shade of different hot / cold colours. Mix lots of different shades. Record in Sketch Books. -Collect photographs which show different shades of 1 colour (each group focus on a different colour) to put into Sketch Books or on Pic collage. <p>Look at artwork depicting The</p>	<p><u>LC - What is so special about bugs?</u></p> <p>Drawing / 3D Sculpture</p> <p><u>Knowledge and generating ideas</u></p> <ul style="list-style-type: none"> - collect images of various insects creating a collage of images in Sketch books -Sketch some of the insects looking at line / shapes of them. Add shade (light and dark) to the sketches. <p><u>Making</u></p> <ul style="list-style-type: none"> -create a sketch of the insect we want to make labelling the materials and colours for each section - Create a 3D model of an insect, using moulding / twisting various materials <p><u>Evaluating</u></p> <p>What do we think of our finished insect? Did everything go as planned? What went well? What might you do differently next time?</p>	<p><u>LC - How have Barrack Obama and Nelson Mandela helped to make the world a better place?</u></p> <p>Drawing / Portraits</p> <p><u>Knowledge and generating ideas</u></p> <ul style="list-style-type: none"> - Look at a variety of different portraits of different people and from different periods of time. -Mona Lisa, by Leonardo da Vinci 1503 -The girl with the pearl earring, by Vermeer 1665 -Whistler's Mother, by James Abbott McNeill Whistler 1871 Andy Warhol Portraits <p>Annotate these in <u>Sketch Books</u> examining how they are stood, sat, faces, clothes, backgrounds...</p> <p>What does Portrait mean?</p> <p>Look at the three different portraits created of Billy Connolly for The Bin Yin's 75th birthday (see link below)</p>

Great Fire of London, specifically
- The Great Fire of London, 1666
Jan Griffier

Making

- Decide on colours needed to make a fire painting, mix colours and paint fire scene (Bonfire).

- Add tissue strips, wood, twigs etc to add texture.

Evaluating

What do we like the most about our paintings? How does our work make us feel and why? Can we talk about the colour pallet and how it links to hot and cold?

<http://www.bbc.co.uk/programmes/articles/3QfyFlsqlybxbmCP3pmyNZw/portrait-of-a-comedian-billy-connolly-becomes-high-art>

Discuss how can they be different if they are of the same man done during the same period in his life?

- 5 minute sketches - life drawings, pick 1 child to stand and rest of class sketch (stand in different positions / sitting positions / holding objects) in Sketch Books.

Making

Focus on Andy Warhol

- Use different media to try drawing famous people - charcoal, pastels, fine-liners in Sketch Books.

- Produce a finished portrait of a famous person, using oil pastels in an Andy Warhol inspired style. Let the children choose the size of their portrait A4, A3 or even larger!

Evaluating

What do we like the most about our work? How does our work make us feel and why? What do we think we did well?

Did we enjoy looking at portraits? Which one was our favourite and why?