



## Year B Medium Term Plan Art and Design YEAR 2

	Calling All Heroes!		Around the World in 80 Days.		Into the Woods.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills to be taught	<p>Mix a range of secondary colours, shades and tones.</p> <ul style="list-style-type: none"> <li>· Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>· Name different types of paint and their properties.</li> <li>· Work on a range of scales e.g. large brush on large paper etc.</li> <li>· Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a pouch</li> </ul> <p>Selecting and cutting fabrics for sewing</p> <ul style="list-style-type: none"> <li>• Decorating a pouch using fabric glue or running stitch</li> </ul> <p>Troubleshooting scenarios posed by teacher</p> <ul style="list-style-type: none"> <li>• Evaluating the quality of the stitching on others' work</li> <li>• Discussing as a class, the success of their stitching against the success criteria</li> <li>• Identifying aspects of their peers' work that they particularly like and why</li> <li>• Joining items using fabric glue or stitching</li> <li>• Identifying benefits of these techniques</li> </ul>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <ul style="list-style-type: none"> <li>· Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>· Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>· Experiment with the visual elements; line, shape, pattern and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a healthy wrap based on a food combination which work well together</li> </ul> <p>Slicing food safely using the bridge or claw grip</p> <ul style="list-style-type: none"> <li>• Constructing a wrap that meets a design brief</li> <li>• Describing the taste, texture and smell of fruit and vegetables</li> <li>• Taste testing food combinations and final products</li> <li>• Describing the information that should be included on a label</li> <li>• Evaluating which grip was most effective</li> </ul> <p>Understanding what makes a balanced diet</p> <ul style="list-style-type: none"> <li>• Knowing where to find the nutritional information on packaging</li> <li>• Knowing the five food groups</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the safety and basic care of materials and tools.</li> </ul> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p>	<p>Creating a class design criteria for a moving sea creature</p> <ul style="list-style-type: none"> <li>• Designing a moving sea creature for a specific audience in accordance with a design criteria</li> <li>• Selecting a suitable linkage system to produce the desired motions</li> </ul> <p>Making linkages using card for levers and split pins for pivots</p> <ul style="list-style-type: none"> <li>• Experimenting with linkages adjusting the widths, lengths and thicknesses of card used</li> <li>• Cutting and assembling components neatly</li> <li>• Selecting materials according to their characteristics</li> </ul>







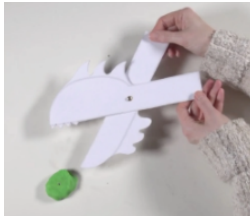


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		<ul style="list-style-type: none"> <li>• Threading a needle</li> <li>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric</li> <li>• Neatly pinning and cutting fabric using a template</li> </ul>				<ul style="list-style-type: none"> <li>• Following a design brief</li> </ul> <p>Evaluating own designs against design criteria</p> <ul style="list-style-type: none"> <li>• Using peer feedback to modify a final design</li> <li>• Evaluating different designs</li> <li>• Testing and adapting a design</li> <li>• Learning that mechanisms are a collection of moving parts that work together in a machine</li> <li>• Learning that there is an input and output in a mechanism</li> <li>• Identifying mechanisms in everyday objects</li> <li>• Learning that a lever is something that turns on a pivot</li> </ul>
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						<ul style="list-style-type: none"> <li>• Learning that a linkage is a system of levers that are connected by pivots</li> </ul>
Final pieces	<p>ART- Painting (The Flash by Thomas Kinkade)</p>  <p>Experiment with colour mixing and putting colours together to produce the impression of speed. Red/yellow/orange typically show speed best. Experiment with different tools to create the background and the impression of a lightning flash-use scraping. In small groups use techniques learned to produce a large scale background. Children then as a group draw and paint Flash and cut</p>	<p>DT- Textiles</p> <p>Making a pouch. (link to superheroes with an emblem added)</p> 	<p>Drawing</p> <p>Experiment with different pencils to create shadow. Experiment with the use of charcoal to produce a particular effect/shadow. Produce a black and white portrait of Isambard Kingdom Brunel.</p>  <p>Look The Railway Station by William Powell Frith. Using a viewfinder children zoom in on different people, what they are wearing, what they are doing, who they might be , where they</p>	<p>DT-Food and Nutrition.</p> <p>A Balanced Diet.</p> 	<p>ART-3D/Sculpture</p> <p>Design and make tree faces from clay using a variety of collected natural materials from the woods eg pine cones, moss, twigs, pine needles, bracken, leaves, grass etc. Teach pitching to mould the clay into a face like shape. Children design their face in sketchbooks and annotate with materials and techniques they will use.</p> <p><a href="https://littlegreenexplorer.com/make-a-green-man-clay-face/">https://littlegreenexplorer.com/make-a-green-man-clay-face/</a></p>  <p>Into the Forest diorama in a shoebox.</p>  <p>Design a diorama that recreates the atmosphere</p>	<p>DT-Mechanisms</p> <p>Making a Moving Monster (make this into a wolf to link with topic)</p> 



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	<p>out and stick onto background. Children need to think about the scale and make Flash the right size.</p>		<p>might be going etc. Discuss as a class. Children then draw and add colour using pastels to create a person at the railway station. Put together as class version of William Powell Frith's Railway station. Some children can create the station building on large paper in the Victorian style.</p> 		<p>from the book in a diorama using a variety of materials.</p>	
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