

**Art Unit of Work**  
**Year 2 Autumn - Printing**

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Final piece: Abstract mono print considering shape and colour 	<ul style="list-style-type: none"> <li>• Create a repeating pattern in paint using different media</li> <li>• Create using different materials</li> <li>• Identify primary colours</li> <li>• Identify and mix secondary colours</li> <li>• Experiment with a variety of objects to create a print. (press, roll, rub, stamp)</li> <li>• Consider shape and space when making an artistic choice</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the purpose of printmaking is to create multiple images and patterns.</li> <li>• Mimic print from the environment (E.G. wallpaper, wrapping paper)</li> <li>• Create mono prints by spreading paint</li> <li>• Experiment with a variety of objects to create a print. (press, roll, rub, stamp)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure confident in mono printing process before demonstrating to children</li> <li>• Visual success criteria so children can print with minimal adult support</li> <li>• High pigment paint needed or printing ink (not too watery)</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>• To create a sketch book to record their observations and use them to review and revisit ideas</li> <li>• To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• To learn about great artist, architects and designers in history</li> </ul>		
	<ul style="list-style-type: none"> <li>• Know how to create a repeating pattern in print</li> <li>• Describe what can be seen and give an opinion about the work of an artist</li> <li>• Ask questions about a piece of art</li> </ul>		
Knowledge:		Key Vocabulary	
<b>Intended Knowledge Substantive</b>	<p><b>Lesson 1 - Explore colour mixing</b>            LC: I can mixing secondary and tertiary colours using watercolours</p> <ul style="list-style-type: none"> <li>- Feelings and colour</li> <li>- Colour wheel</li> </ul> <p><b>Lesson 2 – Artist - Mark Rothko</b>            LC: I can identify warm and cool colours</p> <ul style="list-style-type: none"> <li>- exploring primary and secondary colours</li> <li>- identifying warm and cool colours</li> </ul> <p><b>Lesson 3 – Observational drawing</b></p> <ul style="list-style-type: none"> <li>- children draw from nature</li> <li>- discuss simplifying their drawings, identifying simple shapes, patterns</li> <li>- discuss thickness of line and how these could be used in a printing design</li> </ul> <p><b>Lesson 3 – Developing Skills</b>            LC: I can explore with a variety of objects to create a print. (press, roll, rub, stamp)</p> <ul style="list-style-type: none"> <li>- exploring mono printing processes</li> </ul> <p><b>Lesson 4 – Design</b>            LC: I can design an abstract final piece</p> <ul style="list-style-type: none"> <li>- Identify simple shapes and effective colour choices</li> </ul> <p><b>Lesson 5 – Create Final Piece &amp; Evaluate</b>            LC: I can create an abstract final piece</p>		<p><u>Drawing</u>            Drawing tools, HB pencil, graded pencils, rubbers, crayons, pastels, felt tips, chalk, charcoal, chalk, view finder, focus, scale, large, small, proportion, imagination, memory, observation, still life, natural, manmade, light tone, dark tone, texture, patterns, cross hatched, lines, diagonal, bold, vertical, horizontal, create, shapes, 2D, flat, curved, straight, patterns, simple, spotted, striped, visual, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, tone, dark, darker, shade, light, lighter, tint, soft, strong, harsh, share, review, reflect, evaluate, large, small, scale, natural, man-made, canvas, view finder, focus</p> <p><u>Printing</u>            Print, image, apply, shape, surface, placement, pattern, repeated pattern, clean image, texture, texture rubbings, transfer, expose, explore, identify, mono-printing, paint, printing-ink, remove, line, shape, motif, printing plate, roll, rub, press, stamp, purpose, multiple images, , spotted, striped, simple, mimic print, environment, wallpaper, wrapping paper, mono prints, spread, paint, experiment, objects for printing, fruit, vegetables, sponge, crumpled paper, share, review, reflect, evaluate</p>
	<p align="center"><b>Disciplinary</b> <i>How art is judged, valued and evaluated</i></p>	<p align="center"><b>Practical</b> <i>Developing technical proficiency</i></p>	<p align="center"><b>Theoretical</b> <i>The cultural and contextual content that pupils learn about artists and artwork</i></p>
<b>Domains of Knowledge:</b>	<p><b>Disciplinary questions:</b></p> <ul style="list-style-type: none"> <li>- How is art made?</li> <li>- What is art?</li> <li>- How is art judged?</li> <li>- What is the purpose of art?</li> </ul>	Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.	This enables pupils to make connections between art's past, present and future.

	<p>- How does design affect the lives of users? - How does design affect human environments?</p> <p><u>Planning points to consider:</u> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print</p> <p>Wider discussion point to consider: 'all art is equal in value'</p>	<p><u>Drawing</u> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles.</p> <p><u>Printing</u> -Use printmaking as a means of drawing. -Create order, symmetry, irregularity -Extends repeating patterns – overlapping, using two contrasting colours -Still prints with a glowing range of objects, including manmade and natural printing tools. -Talk simply about own work and that of other artists -Identify the different forms printing takes: books, pictures, wallpaper, fabrics</p>	<p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Anthony Gormley and Liverpool</p>
<p><b>Assessment Outcomes</b></p>	<ul style="list-style-type: none"> <li>I can create a printed piece of art by pressing, rolling, rubbing and stamping</li> </ul>		
<p><b>Significant people/places</b></p>	<p>Artists to link to colour: Wassily Kandinsky Mark Rothko Helen Frankenthaler</p>		
<p><b>Examples of work</b></p>	 <p>Repeated pattern using potato stamp</p>	 <p>Example of a possible final piece: mono printing</p>	
<p><b>Examples of sketchbooks including annotations</b></p>			

**Art Unit of Work - Year B**

**Sculpture**

**Year 2 Spring**

Unit – Sculpture – nature model	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Create a 3D model joining two pieces of clay inspired by a nature.</p> 	<ul style="list-style-type: none"> <li>Manipulate clay</li> <li>Create texture and pattern using a range of materials</li> <li>Understand the difference between 2D and 3D</li> </ul>	<ul style="list-style-type: none"> <li>I can look closely at my picture.</li> <li>I can make the shape of my object out of clay.</li> <li>I can make a solid base for my model.</li> <li>I can add detail to my model.</li> <li>I can tell you what a sculpture is.</li> <li>I can name a natural object.</li> <li>I can join two pieces of clay</li> </ul>	<ul style="list-style-type: none"> <li>Model how to record different drawings in sketchbook</li> <li>Model how to annotate effectively children do not need to write lines</li> <li>Use a plinth for the children their model directly onto e.g. coaster size piece of card</li> <li>Create a teacher example prior to lesson as models can crack and not joined correctly</li> </ul>
<p><b>National Curriculum Subject Content:</b></p>	<ul style="list-style-type: none"> <li>To create a sketch book to record their observations and use them to review and revisit ideas</li> <li>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>To learn about great artist, architects and designers in history</li> </ul>		
<p><b>Artistic Knowledge:</b></p>	<ul style="list-style-type: none"> <li>I can make a 3D object</li> <li>Know how to identify the techniques used by different artists</li> <li>Know how to compare the work of different artists</li> <li>Recognise when art is from different cultures</li> <li>Recognise when art is from different historical periods</li> </ul>		
<p><b>Knowledge Sequence:</b></p>			<p><b>Key Vocabulary</b></p>
<p><b>Intended Knowledge Substantive</b></p>	<p><b>Lesson 1- Nature Walk</b>                      LC: I can draw from still life using a range of drawing materials</p> <ul style="list-style-type: none"> <li>Children record different size drawings or rubbings on a double page of their sketch book</li> <li>Fine liners, sketching pencils, graphite pencils, graphite</li> <li>Children to annotate drawings using a range of vocabulary</li> <li>Subject: pine cone, twig, feather</li> <li>Children can also draw from photographs (resource file teachershare) e.g. hedgehog</li> </ul> <p><b>Lesson 2 – Explore Clay</b>                      LC: I can apply different skills to create texture</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>-I can look closely at my picture.</li> <li>-I can tell you what a sculpture is.</li> <li>-I can name a natural object.</li> <li>- Identify the types of texture in the objects/drawings from the nature walk</li> <li>- Children to manipulate clay to create texture e.g. pinching, rolling, using tools to draw lines and grooves in the clay</li> </ul> <p><b>Lesson 3 – Artist</b>                      LC: I can identify facts and critic the work of Antony Gormley</p> <ul style="list-style-type: none"> <li>- Children create a double page in sketch book exploring artists life and work</li> <li>- Children to critique one or two pieces of work through annotation</li> <li>- Discuss cultural and historical significance</li> </ul> <p><b>Lesson 4 – Skill to join to pieces of clay</b>                      LC: I can join two pieces of clay</p> <ul style="list-style-type: none"> <li>- Pinch pot</li> <li>- Coil pot</li> <li>- Joining to pieces of clay by scoring and using ‘slip’</li> </ul> <p><b>Lesson 5 - Design a clay 3D sculpture</b>                      LC: I can design a clay model</p> <ul style="list-style-type: none"> <li>- Using the drawings and clay skills children design a final sculpture.</li> <li>- Children need to understand the importance of a firm base to their model so it is free standing</li> <li>- Children decide what techniques they will use to create texture in their model</li> <li>- Children to decide what two pieces they will join together e.g. a nose onto the hedgehog</li> <li>- Teacher to model design process with clear success criteria</li> </ul> <p><b>Lesson 6 – Final piece &amp; Evaluation</b>                      LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> <li>- Reflect over sculpture process carried out over unit</li> <li>- Children to create a final piece using a variety of tools to create texture</li> <li>- Children to make one join in their model and a firm base</li> <li>- Opportunity for children to critique peers work</li> </ul>		<p><b>Drawing:</b>                      observation, accurately, line, size, texture, delicate, flowing, continuous, solid, tone, subtle, contrast, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, uneven, rough, fine, effects, investigate sketchbook,</p> <p><b>Sculpture:</b>                      Explore, malleable, clay, experiment, adapting, surface texture, impressing, manipulate, model, represent, design, pot, research, plan, range of tools, color</p> <p><b>Critique/Evaluate:</b>                      The materials I have used are...                      I have used these materials because...                      I was inspired by...                      The areas I want to develop are...                      I have used these colours because...                      I have enjoyed creating this piece because...                      I like how...                      I dislike the...</p>
<p align="center"><b>Disciplinary</b> <i>How art is judged, valued and evaluated</i></p>		<p align="center"><b>Practical</b> <i>Developing technical proficiency</i></p>	<p align="center"><b>Theoretical</b> <i>The cultural and contextual content learn about artists and artworks</i></p>

<p><b>Domains of Knowledge</b></p>	<p><b>Disciplinary questions:</b></p> <ul style="list-style-type: none"> <li>- How is art made?</li> <li>- What is art?</li> <li>- How is art judged?</li> <li>- What is the purpose of art?</li> <li>- How does design affect the lives of users?</li> <li>- How does design affect human environments?</li> </ul> <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> <li>-What artists have done across cultures and throughout history</li> <li>-How commentators and critics judge and evaluate art</li> <li>-the stories humans tell through art including their perspectives on social, political and moral issue</li> <li>-How print can be used in technology such as in film, sound and photography</li> <li>-Different ways of working in print</li> </ul> <p>Wider discussion point to consider: 'all art is equal in value'</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>-Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading.</li> <li>-Draw accurately from observations, imagination and memory.</li> <li>-Draw using lines of different sizes and thicknesses.</li> <li>-Colour neatly following the lines.</li> <li>-Experiment with grip to assist drawing styles.</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>-Manipulate clay for a variety of purposes including pinching, simple coils and models.</li> <li>-Build a textured relief.</li> <li>-Understand the safety and basic care of materials and tools.</li> <li>-Experiment with, construct, and join recycled, natural and man-made materials more confidently.</li> </ul>	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make art decisions and draw upon personal experiences.</p> <p>Discuss themes and meaning behind their work and their context</p> <p>e.g. Antony Gormley and Liverpool</p>
<p><b>Assessment Outcomes</b></p>	<ul style="list-style-type: none"> <li>• I can build a textured relief.</li> <li>• I can manipulate clay for a variety of purposes including pinching and coiling</li> <li>• I can make a join in clay – to be added to O'Track</li> <li>• I can make a clay pot</li> <li>• I can join two clay finger pots together – remove from O'Track</li> </ul>		
<p><b>Significant people/places</b></p>	<p>Antony Gromley Mark Rothko – colour theory</p>		
<p><b>Resources</b></p>	<p>Joining technique – <a href="https://www.youtube.com/watch?v=oJ5U5jfbNzU">https://www.youtube.com/watch?v=oJ5U5jfbNzU</a></p>		
<p><b>Sketchbook/process examples</b></p>	 <p>Nature walk</p>		 <p>Nature rubbings from nature walk</p>
<p><b>Final piece examples</b></p>			



**Art Unit of Work - Year B**  
**Year 2 Summer**

Unit –	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Textile art inspired by oceans including simple stich.</p> 	<ul style="list-style-type: none"> <li>• Simple paper and/or material weaving using a card loom.</li> <li>• Mix colours and paint strips of paper to weave with.</li> <li>• Add objects to the weaving – buttons, twigs, dried flowers.</li> <li>• Explore colour in weaving.</li> <li>• Build on skills of using various materials to make collages – using some smaller items.</li> <li>• Use texture to provide information e.g. manmade/natural materials.</li> <li>• Sorts according to specific qualities for example warm, cold, soft, shiny</li> <li>• Discuss how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills of overlapping and overlaying to create effects.</li> <li>• Use large eyed needles, different thickness of thread and different sized running stitches to work with.</li> <li>• Simple applique work attaching material shapes to fabric with running stitches.</li> <li>• Start to explore other simple stitches backstitch, cross stitch.</li> <li>• Use various collage materials to make a specific picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Thread needles prior to lesson</li> <li>• Health and safety revisited at the start of the lesson</li> <li>• Have examples of different stiches and applique work to show children</li> </ul>
<p><b>National Curriculum Subject Content:</b></p>	<ul style="list-style-type: none"> <li>• To create a sketch book to record their observations and use them to review and revisit ideas</li> <li>• To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• To learn about great artist, architects and designers in history</li> </ul>		
<p><b>Artistic Knowledge:</b></p>	<ul style="list-style-type: none"> <li>• I can use simple joining techniques</li> <li>• Know how to identify the techniques used by different artists</li> <li>• Know how to compare the work of different artists</li> <li>• Recognise when art is from different cultures</li> <li>• Recognise when art is from different historical periods</li> </ul>		
<p><b>Knowledge Sequence:</b></p>		<p><b>Key Vocabulary</b></p>	
<p><b>Intended Knowledge Substantive</b></p>	<p><b>Lesson 1- Drawing</b> LC: I can create drawings from nature using a range of drawing materials</p> <ul style="list-style-type: none"> <li>- Children record different size drawings on a double page of their sketch book</li> <li>- Fine liners, sketching pencils, graphite pencils, graphite</li> <li>- Children to annotate drawings using a range of vocabulary</li> <li>- Subject: fish, shells seaweed</li> </ul> <p><b>Lesson 2 – Sewing</b> LC: I can use basic sewing techniques to join</p> <ul style="list-style-type: none"> <li>- Explore joining techniques</li> </ul> <p><b>Lesson 3 – Artist</b> LC: I can identify facts and critic the work of Alice Kettle</p> <ul style="list-style-type: none"> <li>- Children create a double page in sketch book exploring artists life and work</li> <li>- Children to critique one or two pieces of work through annotation</li> <li>- Discuss cultural and historical significance</li> </ul> <p><b>Lesson 4 – Design</b> LC: I can design a textile piece</p> <ul style="list-style-type: none"> <li>- Children to create design by being informed from sewing process</li> <li>- Teacher to model design process with clear success criteria</li> </ul> <p><b>Lesson 5 – Make</b> LC: I can make a final piece</p> <ul style="list-style-type: none"> <li>- Children sew on final piece</li> </ul> <p><b>Lesson 6 – Final piece &amp; Evaluation</b> LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> <li>- Reflect over printing process carried out over unit</li> <li>- Children to create a final piece using a variety of colour combinations</li> <li>- Opportunity for children to critique peers work</li> <li>- Children evaluate and add additional joins to final piece e.g. weaving ribbon, gluing fabric</li> </ul>		<p><b>Drawing:</b> observation, accurately, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, fine, effects, investigate, sketchbook,</p> <p><b>Textiles:</b> fabric, materials, weaving, weaving loom, thread, string, wool, manipulate, change, effect, twist, knot, plait, cut, fray, texture, colour, needle, eye, join, stich, running stich, binca.</p> <p><b>Critique/Evaluate:</b> The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>
	<p align="center"><b>Disciplinary</b> <i>How art is judged, valued and evaluated</i></p>	<p align="center"><b>Practical</b> <i>Developing technical proficiency</i></p>	<p align="center"><b>Theoretical</b> <i>The cultural and contextual content that pupils learn about artists and artwork</i></p>
<p><b>Domains of Knowledge</b></p>	<p><b>Disciplinary questions:</b></p> <ul style="list-style-type: none"> <li>- How is art made?</li> <li>- What is art?</li> <li>- How is art judged?</li> <li>- What is the purpose of art?</li> </ul>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p>	<p>This enables pupils to make connections between art’s past, present and future.</p>

	<p>- How does design affect the lives of users? - How does design affect human environments?</p> <p><u>Planning points to consider:</u> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print</p> <p>Wider discussion point to consider: 'artists create images for the purpose of being seen'</p>	<p><u>Drawing</u> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles.</p> <p><u>Textiles</u> -Develop skills of overlapping and overlaying to create effects. -Use large eyed needles, different thickness of thread and different sized running stitches to work with simple applique work attaching material shapes to fabric with running stitches. -Start to explore other simple stitches backstitch, cross stitch. -Use various collage materials to make a specific picture.</p>	<p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Shelia Hicks known for innovative and experimental weaving techniques</p>
<b>Assessment Outcomes</b>	<ul style="list-style-type: none"> <li>I can combine materials in different ways</li> </ul>		
<b>Significant people/places</b>	Alice Kettle		
<b>Resources</b>	Alice Kettle resources - <a href="https://www.accessart.org.uk/talking-point-alice-kettle/">https://www.accessart.org.uk/talking-point-alice-kettle/</a>		
<b>Sketchbook/process examples</b>	 <p>Work by Alice Kettle</p>	 <p>Simple joining techniques</p>	<p>Simple drawing for design</p> 
<b>Final piece examples</b>	 <p>Layered strips of fabric                      applique and fabric pens</p>		