



Art – Year 2 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Tell a story



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Charcoal mark making	To develop a range of mark making techniques.	- I can experiment with charcoal to draw different marks. - I can understand a word and explain how I can draw it. - I can express the meaning of words using charcoal mark making techniques.	- to use drawing, painting and sculpture 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.	- charcoal - lines - mark making - marks - thick - thin	Watch: Teacher video: Charcoal mark-making Pupil video: Exploring marks with charcoal Have ready: Presentation: Charcoal mark-making Sketchbooks or large sheets of sugar paper Charcoal White chalk Erasers Print in advance: Activity: Word cards
Two: Creating texture	To explore and experiment with mark-making to create textures.	- I can describe how an object feels. - I can try out different drawing materials. - I can experiment with making different marks to make texture.	- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	- blending - feel - hatching - mark - scribbling - stippling - texture - tool	Watch Teacher video: Making textures with marks Have ready: Presentation: R&R. Presentation: Make a mark. A collection of objects for the children to draw, which have varying or interesting textures such as shells, vegetables,

					fruits, pieces of bark, pinecones etc. Sketchbooks A range of drawing materials such as: sketching pencils; pastels (oil and soft); charcoal; chalks; paints/inks; interesting tools such as sticks, toothbrushes, feathers and sponges. Print in advance: Activity: Texture photos
Three: My toy story	To develop observational drawing.	- I can recognise and describe shapes in an object to start a drawing. - I can look carefully to add details. - I can use mark-making techniques to add texture.	- 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.	- mark making - observation - outline - sketch - texture - tone	Watch: Teacher: video: My toy story Have ready: Presentation: My toy story. A4 or A3 drawing paper HB pencils Erasers Coloured pencils Soft toys (ideally children will bring in their own as it makes the activity more personal or borrow from elsewhere across the school).

					Teacher's soft toy. Whiteboard and pens
Four: Creating characters	To understand how to apply expressions to illustrate a character.	- I can show expression by drawing eyes, eyebrows and mouths in different ways. - I can make quick sketches of people. - I can sketch a new character, adding expressions, details and texture.	- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design. - 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.	- emoji - emotion - expression - feeling - illustrator - illustration - mark making - texture	Watch Teacher video: Attention grabber Teacher video: Main event Pupil video part 1: Drawing expressions Pupil video part 2: Drawing characters Have ready: Presentation: My toy story Presentation: Drawing expressions. A selection of picture books from your library or classroom with drawn illustrations, Soft pencils Black drawing pens Sketchbooks or A4 paper Tracing paper. Link: Gallery of Quentin Blake's work
Five: Tell a story	To develop illustrations to tell a story.	- I can recount a familiar story and select key events.	- to use a range of materials creatively to design and make products.	- character - concertina - frame - retell	Watch: Teacher video: Tell a story

		- I can create and draw imaginary scenes for a storybook. - I can use mark making to show different textures.	- to use drawing, painting and sculpture 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.	- story - storyboard	Pupil video: Concertina books Have ready: A few picture books to compare illustrations Sketchbooks Cut-out characters created in Lesson 4 A3 paper A range of drawing materials such as: sketching pencils; colouring pencils; fine liner drawing pens Sticky tape Black biro, handwriting or drawing pens Pre-made concertina books if needed Whiteboard and pens Print in advance: Activity: Storyboard template
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Art – Year 2 – Medium Term Plan
Spring 1, Unit 2: Craft and design: Map it out



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Creative journey	To investigate maps as a stimulus for drawing.	<i>I can sort images into groups and explain my choices.</i> <i>I can draw a familiar journey.</i> <i>I can make my map interesting by using colour and including detail.</i>	- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - 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.	- Imaginary - Inspired - Pattern - Shape - Texture	Watch Teacher video: Familiar journeys Pupil video: Making a map Have ready Presentation: Sorting images. Scissors. Sketchbooks or A3 paper. A range of drawing materials; coloured pencils, pastels, felt-tip pens, wax crayons. Link: America No 2' (2019) by Susan Stockwell Link: Territory dress' (2018) by Susan Stockwell. Print Activity: Sorting map images (one between two).
Two: Relief maps	To develop a drawing into 3D artwork.	<i>I can choose materials to represent features of my 2D map drawing.</i> <i>I can layer materials to create a 3D effect.</i> <i>I can explain how Emma Johnson inspired my art.</i>	- To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - 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.	- 2D / two-dimensional - 3D / three-dimensional - Feature - Layer - Map - Material - Relief	Watch Pupil video: Relief maps Have ready Presentation: Brain dump. Presentation: Relief maps. Map drawings from Lesson 1. Photocopy of

					the children's maps from Lesson 1 (optional – see Adaptive teaching). Thick cardboard (Cut to an equivalent size to map drawings – one per child). PVA glue. Glue sticks. Scissors. String and/or wool. Coloured paper scraps. Tissue paper. Newspaper. Pre-cut paper strips and shapes (optional – see Adaptive teaching). Fabric and felt scraps (optional). Old maps or copies of maps (optional). Old pencils or sticks (optional). Link (optional – see Teacher knowledge): Emma Johnson Artworks.* Link (optional – see Teacher knowledge): Matthew Picton - Years 2007 - 2009
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Three: Abstract maps	To experiment with a craft technique to develop an idea.	I can make an abstract composition. I can simplify a drawn idea, looking for big shapes and important lines. I can cut, layer and arrange the shapes.	- 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.	- abstract - composition - mosaic - overlap - stained glass - transparent	Watch Teacher video: Stained glass Pupil video: Stained glass Have ready Presentation: Explain the answer. Presentation: Stained glass maps. Sketchbooks. A4 punched pockets, acetate sheet or a similar transparent material (one per child). Sheets of coloured cellophane or tissue paper. Scissors. PVA glue. Paintbrushes to spread glue. Thin black card or sugar paper (optional). Link: 'Park' by Josef Albers 1923 Print Activity: Map jigsaw (trim off the white paper surround before using them in the lesson, one between two). Activity: Viewfinder
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					template (one per pupil).
Four: Print possibilities	To develop ideas and apply craft skills when printmaking.	I can use simple lines and shapes from my map drawing to design a printing tile. I can improve my print. I can make choices about how to use my prints to make an artwork.	- To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture 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.	- 3D art - mobile - negative print - printmaking - printing tile	Watch Teacher video: Designing with print Pupil video part 1: Printing Pupil video part 2: Using the prints Have ready Part 1: Presentation: 3, 2, 1. Presentation: Art inspired by maps. Map drawings from lesson 1. A range of paper and card to print onto. Optional: newspaper and coloured tissue to make collaged backgrounds. Polystyrene sheets suitable for printing, cut to shape. Pencils (not too sharp). Printing ink or ready-mix paint. Trays for rolling ink. Print rollers. A space to dry the prints. Part 2: The children's prints, once they are dry. Scissors. Sticky tape. Glue.

					Optional: hole punch. String. Large sheets of paper for backing prints and mounting work.
Five: Gallery experience	To present artwork and evaluate it against a design brief.	I can compare my craft artworks and describe which is my favourite and why. I can talk about which artwork best meets the brief. I can make choices about how to display our artworks effectively.	- 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.	- composition - curator - design brief - evaluate - gallery - inspired	Have ready Presentation: Speak like an expert. Photographs of the children's outcomes from the unit, preferably colour-copied to be used in sketchbooks. Sketchbooks. Children's work from previous lessons in the unit. Card to make display labels. Felt-tip pens. Camera or tablet to photograph your class gallery



Art – Year 2– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Clay houses



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Exploring clay	To use my hands as a tool to shape clay.	- I can flatten clay to make a smooth surface. - I can shape clay using my hands. - I can make different marks in clay by pressing into it. - I can shape clay to make a model.	- to use a range of materials creatively to design and make products. - 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.	- cut - flatten - roll - shape - smooth	Watch: Teacher video: Clay modelling techniques Pupil video: Clay modelling techniques Have ready: Presentation: Clay play. Tables set up with: coverings; boards for each pupil to work on; clay of your choice rolling pins; a range of clay modelling tools; wire loop tools for cutting and shaping a range of interesting everyday items that can be pressed into the clay, e.g. building blocks, spoons, string
Two: Pinch pots	To shape a pinch pot and join clay shapes as decoration.	- I can use the pinching technique to shape a pot. - I can use my fingers and thumbs to make the sides of the pot even.	- to use a range of materials creatively to design and make products. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different	- Ceramic - Glaze - pinch pot - score - slip - thumb pot	Watch: Teacher video: Pinch pots Pupil video: Pinch pots Have ready:

		- I can join clay to help decorate my pot.	practices and disciplines, and making links to their own work.		Presentation: 3, 2, 1. Table coverings. Boards to work on Clay of your choice A range of clay modelling tools Cocktail/kebab sticks or similar for scoring clay Wire loop tools for cutting and shaping Small pots for 'slip'. Old paintbrushes to be used with clay slip
Three: Applying skills in clay	To use impressing and joining techniques to decorate a clay tile.	- I can describe my ideas about the work of artist Rachel Whiteread. - I can roll a smooth clay tile. - I can create a pattern by pressing into and joining pieces onto my tile.	- to use a range of materials creatively to design and make products. - 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.	- 3D - Casting - in relief - negative space - plaster - sculpture	Watch: Teacher video: Applying skills in clay Pupil video: Applying skills in clay Have ready: Presentation: Rachel Whiteread. Quiz: Applying skills in clay. Table coverings. Boards to work on Clay of your choice, enough for each child to have an approximately fist-sized piece

					A range of clay modelling tools Cocktail/kebab sticks or similar for scoring clay Wire loop tools for cutting and shaping A range of interesting everyday objects to press into the clay. Small pots for 'slip'. Old paintbrushes to be used with clay slip. Card templates cut to rectangular or square shapes of approximately 15x15 cm. Link: Tate Kids - Who is Rachel Whiteread?
Four: Designing a tile	To work collaboratively to plan and create a sculpture.	- I can work cooperatively. - I can create different parts of a sculpture. - I can secure parts of the sculpture together. - I know that 3D sculpture can be created from a range of materials.	- to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using 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.	- casting - detail - impressing - in relief - negative space - sculpture - surface	Watch: Teacher video: Designing a tile Pupil video: Designing a tile Have ready: Presentation: Recap and recall. Presentation: Features of homes. Sketchbooks, or paper if not using sketchbooks.

					A range of drawing pencils Pencil sharpeners. Rubbers. Images of houses Features of homes Print in advance: Activity: Features of homes
Five: House tiles	To make a 3D clay tile from a drawn design.	- I can use my design to guide my clay work. - I can use both pressing in and joining clay techniques on my tile. - I can evaluate my finished tile and say how it reflects my design.	- to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using 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.	- impressing - in relief - score - slip - surface	Watch: Teacher video: House tiles Pupil video: House tiles Have ready: The children's house designs from the previous lesson (see Art and design, Year 2, Sculpture and 3D: Clay houses, Lesson 4: Designing a tile). Table coverings Boards to work on Clay of your choice A range of clay modelling tools Cocktail/kebab sticks or similar for scoring clay Wire loop tools for cutting and shaping

					A range of interesting everyday objects for pressing into the clay. Small pots for 'slip'. Old paintbrushes to be used with clay slip Card templates cut to rectangular or square shapes of approximately 15 x 15 cm. A camera to photograph finished work
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