



Curriculum Coherence – Year 2 Art and DT

Autumn | UK and Beyond– Exploring Colour

Values: understanding, quality, resilience

Prior Learning/First Steps: Chn have basic knowledge of how to use a pencil and can complete simple line drawings. They should know the names of the common colours.

INTENT

KNOWLEDGE

- Experiment with tools and surfaces.
- Draw as a way of recording experiences and feelings.
- Discuss use of shadows, use of light and dark.
- Sketch to make quick records.
- Understand how music can influence mood and offer inspiration
- Chn will know the primary colours, how they make all the colours when mixed
- Chn will know the secondary colours
- Chn will understand which colours are contrasting and complementary
- Find out about Piet Mondrian’s *Composition with Red Blue and Yellow*

IMPLEMENTATION

ACTIVITIES

- During Forest School, chn will explore shades and colour they can find in nature.
- Chn to attempt colour matching to shades found in nature using a range of art mediums (water colour paint, pastels, chalks, collage).
- Look at existing artwork and state opinions about it. Also discuss artist’s use of colour and tone.
- Chn to mix own colours

IMPACT

OUTCOMES

PUPILS will know

- About a range of artists linked to sculpture.
- How colours have a large range of shades.

will be able to

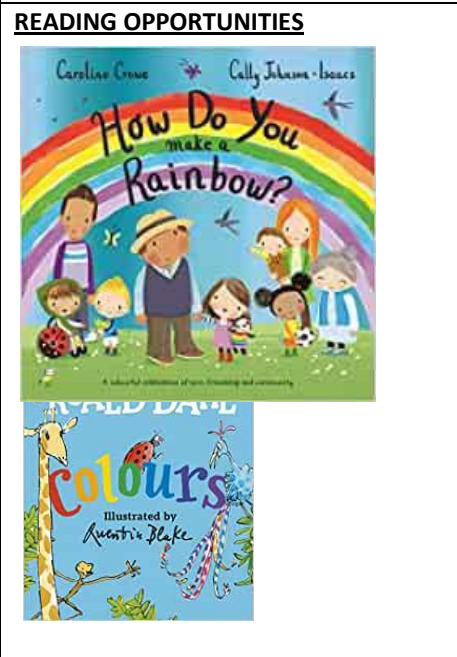
- Experiment with shades and colour. They will make several shades beginning with white.
- Discuss light and dark areas in nature and artwork.
- Use materials to mould and make a sculpture.
- Use equipment correctly to mix colours effectively
- To lighten or darken a shade of colours
- To shade effectively using a range of pencils (up to 6B).

will understand

- How colour can be used to create/ impact mood.

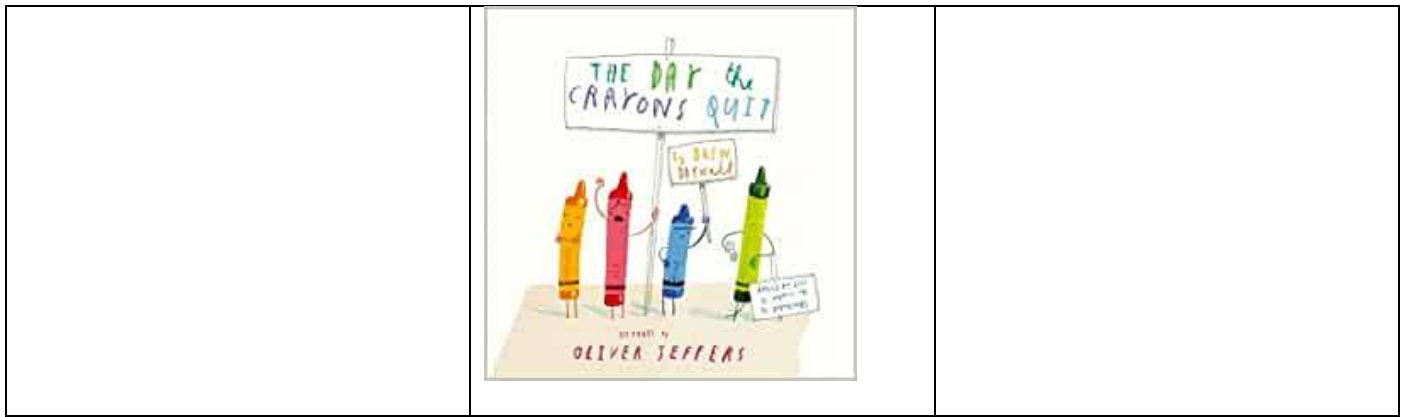
VOCABULARY
Blending, shading, proportion, emotion, replication, accuracy, texture, colour choice, light, dark, primary colours, contrasting colours, complementary colours, tone, secondary colours, 2B - 6B pencil, colour wheel

KEY ARTISTS
Henry Moore, Barbara Hepworth, Andy Goldsworthy, Piet Mondrian



NC OBJECTIVES:
Pupils should be taught:

- 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
- 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.



<p>SKILLS</p> <ul style="list-style-type: none"> • Experiment with tools and surfaces. • Draw as a way of recording experiences and feelings. • Discuss use of shadows, use of light and dark. • Sketch to make quick records. • Awareness of natural and man-made forms. • Expression of personal experiences and ideas. • To shape and form from direct observation (malleable and rigid materials). • Begin to describe colours. • Make as many tones as possible (using white). • Using colour on a large scale. • Evaluate their artwork. 	<p>CHALLENGE:</p> <p>Chn to draw real life objects and try using their knowledge of shading to make them look realistic and 3D.</p> <p>Chn to explain how to use the colour wheel to make tertiary colours.</p> <p>SUPPORT:</p> <p>Encourage and guide appropriate colour choices.</p> <p>Practise shading with pencils by pressing lightly or hard on the paper.</p>	<p>NEXT STEPS IN LEARNING</p> <ul style="list-style-type: none"> -Chn will use different types of paintbrushes. -Chn will try colour mixing. -Chn will further their understanding of shape, form, model and construct (malleable and rigid materials). -Plan and develop their artwork. -Understand and recognise work of other sculptors.
<p>ASSESSMENT OPPORTUNITIES</p> <p>Are chn able to make gradual shades using a range of pencils?</p> <p>Can chn create a gradual range of colours from the colour wheel?</p> <p>Can chn use equipment correctly and safely?</p>		

LINKS
 Geography – UK and Beyond.
 PSICHE – Emotions, healthy eating
 Forest School – shading of trees/nature/leaves

SMSC
Spiritual – Explore creativity through product design · Explore emotions through design development · Reflection time to access own ideas · Use imagination in individual work and group work · Appreciation of beauty through discovery of materials and design
Moral – Encourage respect for others and their work · Work cooperatively · Encourage respect in classroom environment · Encourage respect for equipment · Promote trust · Encourage sustainability through recycling and Upcycling
Social – Promote a sense of community · Encourage independence and self-respect · Celebrate success with displays and exhibitions · Encourage group/class discussion · Promote group work and accept roles within a group
Cultural - Appreciate how culture influences design · Explore a range of materials and equipment used by different cultures · Gain inspiration though visiting exhibitions · Respect diversity of cultural values and beliefs