Art Scheme of Work

Medium Term Plans

Year 2, Term 3	3D Work
	Vocabulary
Learning Intentions	**Activities**
Children should learn • To introduce materials and processes and ways of developing ideas in 3D. • To work with others	Work in pairs and to consider how Picasso made his relief sculpture. Talk about the different materials used. Talk about the materials provided for the lesson. Discuss how they can be arranged and stuck together. *Children should paint or decorate the pieces of wood, card, or plastic in strong colours and add decorative collage materials and fabrics to the surface.* Ask children to build their own 'relief sculpture on card, plastic or wood. Encourage them to talk about the arrangements of shapes and suggest changes before sticking them down. They should start with the larger pieces first/. Talk about overlapping, joining and making sure all pieces touch each other. Introduce smaller objects once the large pieces have been arranged.
Children should learn • To introduce other materials and processes and ways of developing ideas in 3D. • To work with others	Look at the work of Andy Goldsworthy. Children are asked to identify the different materials used What shapes has he made? How has he made them? Collect as a many different materials as possible. Let the children work with a partner and discuss and arrange the materials. rave, patient, healthy, and adventurous.
Evaluation	
Children should learn • To look at their own work and that of others, expressing opinions and feelings about them, including further ideas.	Talk about the visual and tactile elements of the work Was this easy or hard to do? What did you enjoy most?

Medium Term Plans

Year 2, Term 3 - *Continued*	Painting
	Vocabulary Children will become familiar with the language related to: line *thin, bold, wavy, broken, curvy* colours *bright, dull, light, dark, thin, thick, watery* tones, shapes, *long, oval, curvy, round, square* textures *crinkle, rough., smooth, wavy, spiky*

Learning Intentions	Activities
Exploring and Developing Ideas **Children should learn:** • To learn to look at works of art from different times with a view to discussing the similarities and differences in the content and use of materials	A look at images of children in art and artist's self portraits Find similarities and differences in age, expression, costume, colour, environment Children experiment with mark making to understand what different marks look like. Encourage children to think and talk about marks that are straight, curvy, sharp, zigzag, dot, jagged, criss-cross, light, dark, smudged.
• To develop the skills of observation and recording through drawing in a variety of media	Discuss portraits by two artists from different times Ask children to make a self portrait They should use soft pencil, charcoal, or felt tipped pens Encourage them to think of the shape of the face and different features such as hair. Explore using a range of marks, lines, dots and tones. *What do you like about the work? What might be added? Is this a good colour?*
• To use brushes and paint with confidence and purpose • To further develop colour mixing • To experiment with different techniques	Use the self-portraits that children drew and ask them to enlarge their portrait using coloured chalk. Discuss the colours used in portraits by van Gogh, Picasso, Matisse. Add paint to the enlarged portrait and experiment with colour mixing, different sized brushes and different paint consistency Discuss the paintings What do you like about the portrait? Is there any dark and light? What features are there? eyes, eyebrows,

	eyelashes, nose, nostrils, mouth, top lip, bottom lip, chin, hair,