



Medium Term Plans

Year 2, Term 2	Drawing and Clay work
<p>Children explore shape and pattern in buildings. They make first hand observations and produce a relief sculpture. Learn about life at an earlier time</p>	<p><b>Vocabulary</b> Children will have opportunity to use phrases and words related to; skills of observation, view point, viewfinder, drawing, camera, photograph Materials and processes, clay, modelling, painting, drawing</p>
<p><b>Learning Intentions</b></p>	<p><b>Activities</b></p>
<p>Observing and recording</p> <p>Children should learn</p> <ul style="list-style-type: none"> <li>To use the school building as a resource for first hand observation and recording.</li> </ul> <p>Investigating and making</p> <ul style="list-style-type: none"> <li>To apply observational drawings to construct a tile relief using clay.</li> <li>To try out tools and techniques for making a tile panel in clay</li> </ul>	<p>Look at the building, the materials used to build it, its features and facilities. Use viewfinders to seek out details of shapes, patterns, and decorations e.g. doors, windows, tiles, bricks, and ironwork. They should make drawings of the whole or different parts of the building using line. Encourage them to look for as much detail as possible.</p> <p>Children should look at and discuss the painting by Lisa Milroy, looking for patterns, shapes, texture and colours. Using their drawings of the school consider the textures of different features. Each child needs a modelling board and a piece of clay. They should roll out the clay and then using a range of tools make marks in the clay using their drawing for reference. They could also build on the surface of the clay by pinching and adding extra shapes with marks and textures. Leave the slabs to dry and paint them. Assemble in groups or as a whole mural.</p>



## Medium Term Plans

Year 2, Term 2 - <i>Continued</i>	Drawing and Clay work
<p>Evaluation Children should learn</p> <ul style="list-style-type: none"><li>• To look at their own work and that of others, expressing opinions and feelings about them, including changes and further ideas.</li><li>• A further understanding of art elements, line, texture and shape</li><li>• To work from drawings of the school and extend previously learned skills in cutting, painting and selecting appropriate resources</li></ul>	<p>Look at the children's clay tiles and the way they are displayed. Ask children Do you like this piece of work? What do you like about it? What will other people think? What did you like best? Could you use clay to make other things? Should we photograph our tiles?</p> <p>Using children's detailed drawing of the school. Or from a new drawing of the school. Enlarge the <b>outline</b>; ensuring children use a common scale so that the drawings fit together. Draw in large shapes of doors and windows. Look at the colours and patterns in Hunterwasser's house. Use collage, rubbings, and printing across the whole work, making patterns and shapes as it develops. Mount the work</p>

