

Question: Are landscapes empty and cityscapes full? (Landscapes and cityscapes)		Year 2 Spring
National Curriculum Link 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. To know about the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
International Baccalaureate Learner Profile Link Reflective How can we be reflective in our learning and think of ways to improve our own work and the work of others? Knowledgeable How can we independently acquire in depth knowledge and develop an understanding of the work we are learning? Inquirers How can we develop our thinking skills for enquiry? Open minded How can we work with others effectively and take on the ideas of others during discussions? Risk Taker How can we work independently and cooperatively to explore new ideas? Communicator How can we convey information and express our thoughts and feelings?		
Prior Skills - Year 1 Drawing Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour draw an observational drawing of a natural object. Draw a portrait. Sketch to make quick records of something Painting Begin to name and mix the primary colours to create secondary colours. Create moods in their paintings by using a lighter and darker shade. Decide if something is warm or cool. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Use watercolour to create a background Textiles Cut and tear paper and card for their collages. Gather and sort the materials they will need.	New Skills - Year 2 Drawing Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. Use perspective Painting Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. create repeating patterns	Future Skills - Year 3 Drawing Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make initial sketches as a preparation for painting. Demonstrate improved accuracy when drawing people and faces. use a rubber softly and heavily to make light and dark (tone) marks on portrait Use symbols in their artwork Identify different ways of representing an object through symbols Use colours and patterns to create effect Painting Predict with accuracy the colours that they mix. Know how to mix different tints, shades and tones of colour, and create the illusion of depth within a picture. Know where each of the primary and secondary colours sits on the colour wheel. Use a range of brushes to create different effects. Textiles Create a mosaic Begin to sculpt clay and other mouldable materials. Add onto their work to create texture and shape.

<p>Make a sculpture using natural resources</p> <p>Use clay to produce a piece of art.</p>	<p>use different shapes and colours in their patterns</p> <p>use paint to create a layered background</p> <p>Textiles</p> <p>Assemble a collage</p> <p>Use different materials to make a useful object</p> <p>add artistic features to masks makes them look more elaborate.</p> <p>Use clay to produce a piece of art.</p>	<p>Make a 3d sculpture</p>
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Knowledge, Skills and Understanding

Research

Say how other artists have used colour, pattern and shape.

To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Claude Monet, Vincent van Gogh and Jean Metzinger. Compare two of LS Lowry's paintings. Record and explore ideas from first hand observation, experience and imagination. Annotate work in sketchbook.

Practise

Drawing - Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.

Sketch to make quick records of something. Work out ideas through drawing. Use perspective.

Painting - Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Use paint to create a layered background.

Textiles - Assemble a collage.

Make

Paint a landscape using colour and texture. Use pastels to create a cityscape. Create a mosaic collage landscape

Evaluate

Identify what they might change in their current work or develop in their future work.

Keep notes in their sketch books as to how they have changed their work.

When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say 'I like that because'.

Challenge

Use colour, texture, pattern, line, shape, form, and space to create landscapes and cityscapes in a range of materials, drawing on their own experiences and imagination.

<p>Resources</p> <p>Cotton buds</p> <p>A3 white or light coloured sugar paper</p> <p>Acrylic paints in range of bright colours</p> <p>A3 black sugar paper per child</p> <p>A3 blue sugar paper per child</p> <p>Red/yellow/orange/violet pastels</p> <p>Pink/blue/purple/violet/white pastels</p> <p>Children's mosaic designs created in last lesson.</p> <p>1 sheet of A4 sugar paper per child.</p> <p>Small squares of craft paper in wide variety of bright colours.</p> <p>Glue sticks or PVA glue. • Pencils.</p>	<p>Website/Apps</p> <p>Twinkl - landscapes and city scapes</p> <p>Federico Babina's Archist series -</p> <p>http://www.dezeen.com/2014/03/05/famous-artworks-transformed-into-buildings-archist-federico-babina/</p> <p>http://www.nga.gov/content/ngaweb/education/kids.html</p> <p>http://kids.britannica.com/comptons/browse/subject?id=1&subject=Art</p>
	<p>Extended Writing Opportunities</p> <p>Life on the Train - children write as a passenger and describe the journey through the landscape. A comparison of both</p> <p>Children can write a poem about the city</p> <p>Write about Claude's journey through the city.</p>
<p>Artists</p> <p>Claude Monet</p> <p>Vincent van Gogh</p> <p>Jean Metzinger</p>	<p>Numeracy Skills</p> <p>Knowing and choosing the correct Shapes and colour. Using perspective.</p>
	<p>WOW Experience</p> <p>Visit to the countryside to do observational drawings or city</p> <p>Liverpool History Museum (Albert Dock) to study landmarks of the city.</p>

Cross Curricular Links Science - light and shadows, plants

History - what was Liverpool like 100 years ago (or choice of other city)/ sketch buildings from 1953

Geography - compare landscapes and cities from different countries (England with Africa) and compare with Liverpool

ICT - researching famous buildings and monuments from around the world.

