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## Year 2 - Medium Term Plan - Designers – Art

### Being Yourself

Using the K,S,U you have learnt in this unit of work, how can you represent your feelings and emotions through art?



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### Aspect of Study

Colour mixing  
Self-portraiture

### Transferable Knowledge:

PSHE - Understanding of self, understanding of what makes them unique  
Music - Instruments and musical language  
(interpreting colour)

### National Curriculum Overview of Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### During this area of study students should be taught to:

- 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.



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## Parental Support page



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### Places to visit/things to do at home:

Experiment with colour and how they make children feel. How do you feel when you look at the colour red? What about blue? Etc.

Try this QPR code for an activity to try at home with your child all about colour and mood.



### Books and websites to support with learning:

- *The Unbudgeable Curmudgeon* by Matthew Burgess, illustrated by Fiona Woodcock
- *Millie Fierce* by Jane Manning
- *The Way I Feel* by Janan Cain
- *The Grouchy Ladybug* by Eric Carle
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, illustrated by Ray Cruz
- *When Sophie Gets Angry — Really, Really Angry...* by Molly Bang
- *Llama Llama Mad at Mama* by Anna Dewdney
- Mr Men/Little Miss books by Roger Hargreaves.

### Influential Figures

**Pablo Picasso** (use colour to portray an emotion)  
**Vincent Van Gough** (uses colour to portray an emotion)  
**Jim Dine** (uses colour to portray an emotion)  
**Wassily Kandinsky** (Shape artist - Links with music)  
**Paul Klee** (Shape artist)

### Knowledge, skills and understanding covered in this unit:

- Uses colour to express moods and feelings by mixing colours together.
- Explores tone using different grades of pencil, pastel and chalk.
- Explores and recreates patterns and textures with an extended range of materials.

Key vocabulary	Concepts	Language skills
<p>           Self            Self-Portrait            Colour            Mood            Emotion            Feelings            Tone            Shade            Image            Expression            Texture            Line            Imagine            Create            Change            Evolve            Happy            Sad            Angry            Excited            Alone            Bright            Dull            Acrylic         </p>	<p>           Emotions            Colour Mixing            Creating shades            Creating tone         </p>	<p>           Building a personal response to others artwork and being able to give an opinion in a sensitive manner.         </p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?
<b>1</b>	<p>NC OBJ: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>E.Q: <b>Is there a link between colour and emotion?</b></p>
<b>2</b>	<p>NC OBJ: Learn 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> <p>E.Q: <b>How do artists use colour to portray feelings and emotions?</b></p>
<b>3</b>	<p>NC OBJ: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>E.Q: <b>How can line portray an emotion?</b></p>
<b>4</b>	<p>NC OBJ: 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> <p>E.Q: <b>How does the shape and style of images change the emotion of a piece?</b></p>



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National Curriculum LO/EQ?	
<h1>5</h1>	<p>NC OBJ: 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> <p><b>L.O:</b> <b>How do they illustrations Roger Hargreaves books 'Mr Men' use colour, line and shape to portray a character and personality?</b></p>
<h1>6</h1>	<p>NC OBJ: 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</p> <p><b>E.Q:</b> <b>How can you represent your feelings and emotion through art? Final Piece</b></p>