



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art & Design **Unit:** Art around the World
Year Group: 2 **Term:** Spring 2/Summer

Art around the World

*By the end of this unit, pupils should be able to draw upon their learning to articulate a response to the question:
How is art different around the world?*

Essential Vocabulary

Colour
Mood
Pattern
Tone
Shade
Image
Culture
Texture
Line
Imagine
Create
Bright
Dull
Acrylic
Ink
Print

Big Concepts

*Comparison
Replication
Sequencing
Composition
Experimentation
Collaboration*

Curriculum Coverage

Flag any content that might not have been covered during school closure

Be mindful that pupils have missed a considerable amount of their arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

Spend time as needed recapping pencil skills, painting skills, and colour theory.

Retrieve Essential knowledge to support learning of big unit concepts

- Colour mixing and blending in a variety of materials – including but not limited to paint.
- Use of vocabulary to describe colour

Subsequent National Curriculum Coverage

Year 3 Autumn

- Exploring Art from another culture.

E.Q: How is art different around the world?

Sequence of Teaching and Learning

Notes

Be mindful that pupils have missed a considerable amount of their Arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

1	<p>E.Q: What we can discover about different cultures from their Art?</p> <p>Look at examples of art from different places around the world. What inferences can children make about a place based upon its Art?</p> <p>Children to annotate images with their thoughts about where the Art has come from.</p>
2	<p>E.Q: How is art different around the world?</p> <p>May take more lessons than noted on here.</p> <p>Feel free to tailor planning to individual interests of your class – if they are interested in a specific country feel free to deviate from planning.</p> <p>Study a range of artists from around the world. A world map could be stuck into sketch books and Children could mark on where they learn about the art from a specific place?</p> <p>Aboriginal Australia dot art.</p> <p>Children spend one lesson recreating a painting, using paint and cotton wool buds. Next lesson could come up with own design.</p> <p>REMOTE LEARNING – Following research, signpost children to PurpleMash ‘Indigenous Dot painting’ activity.</p>

E.Q: How is art different around the world?

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3	<p>E.Q: How is art different around the world?</p> <p>May take more lessons than noted on here.</p>	<p>Study a range of artists from around the world. A world map could be stuck into sketch books and Children could mark on where they learn about the art from a specific place?</p> <p>Ndebele Patterns</p> <p>Introduce children to patterns, discuss colours used and shapes that can be seen in patterns.</p> <p>Recreate own pattern.</p> <p>REMOTE LEARNING – Signpost children to PurpleMash ‘My African Patterns’ activity. Children could also complete art in their home learning exercise book on plain pages with pencil (or other artistic materials if available)</p>
4	<p>E.Q: How is art different around the world?</p> <p>May take more lessons than noted on here.</p>	<p>Study a range of artists from around the world. A world map could be stuck into sketch books and Children could mark on where they learn about the art from a specific place?</p> <p>Mexican Skull Art</p> <p>Introduce children to images of decorated skulls, talk about the patterns/colours seen. Are they similar or different to the ones looked at previously? Explain context of Mexican skulls – that they are a form of celebration.</p> <p>Children to create a suitable pattern on a skull outline.</p> <p>REMOTE LEARNING – Be aware that pupils may not have access to printer to print</p>

E.Q: How is art different around the world?

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5	<p>E.Q: How is art different around the world?</p> <p>May take more lessons than noted on here.</p>	<p>Study a range of artists from around the world. A world map could be stuck into sketch books and Children could mark on where they learn about the art from a specific place?</p> <p>Japanese Blossom printing</p> <p>Allow children to experiment with ink and paint. Is this similar to any art that they have looked at previously? Why/why not? How do the artists use different tones of pink in their paintings?</p> <p>REMOTE LEARNING – Signpost children to ‘2 Paint a Picture’ on PurpleMash. Tutorial of how to complete task on Drive.</p>
6	<p>E.Q: How is art different around the world?</p>	<p>Children to reannotate images of Art from around the world based upon what they have learnt about art from around the world.</p> <p>Children write a response at to which Art style they have studied is their favourite and why.</p> <p>What would they choose to represent our local area?</p>

Skills for Life

Resilience

Communication

Being
Safe

Team-working

Problem
Solving

Self-motivation

Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Skills for Life/ Core Values:

Being safe – using equipment safely and correctly.
Problem Solving – tackling Enquiry Questions
Communication – expressing opinions on existing artwork.
Resilience – acting on feedback and improving work continually.

Influential Figures:

Plan for deliberate Reading opportunities:

Links to Geography curriculum – opportunities to read about variety of places around the world and different artists.