



**Subject: Art & Design Unit: Transition/Being Yourself
Year Group: 2 Term: Autumn**

EQ: How can you represent your feelings and emotions through art?

By the end of this unit, pupils should be able to create a piece of art that represents their feeling and emotions and articulate the artistic decisions they have made to do this.

Essential Vocabulary

<p align="center"><i>Self</i> <i>Self-Portrait</i> <i>Colour</i> <i>Mood</i> <i>Emotion</i> <i>Feelings</i> <i>Tone</i> <i>Shade</i> <i>Image</i> <i>Expression</i> <i>Texture</i> <i>Line</i></p>	<p align="center"><i>Imagine</i> <i>Create</i> <i>Change</i> <i>Evolve</i> <i>Happy</i> <i>Sad</i> <i>Angry</i> <i>Excited</i> <i>Alone</i> <i>Bright</i> <i>Dull</i></p>
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Big Concepts

<p align="center"><i>Comparison</i> <i>Replication</i> <i>Sequencing</i> <i>Composition</i> <i>Experimentation</i> <i>Collaboration</i></p>
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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.

Subsequent National Curriculum Coverage

Year 3 Summer – Portraits

- Representing ourselves through art.

Year 5 Summer – Gallery Rebels

- Using a variety of art materials, including charcoal.

Transition
Sequence of Teaching and Learning

Notes

During the 2 week transition period each year group is being assigned a Skill for Life to complete artwork around. The work will be going on display around school. Year 2's Skill for Life is: Problem solving.

For the Year 2 display, you will be creating artwork that addresses a problem that Year 2 must solve: How can we paint without using paintbrushes? This could be linked to discussions that you will be having about not sharing equipment and any work you have done in PSHE.

Please keep any work completed in a safe place.

1	EQ: How can we paint without paintbrushes?	<p>Show children images of artwork by artists such as Jackson Pollock, Helen Frankenthaler, Gerhard Richter or Chuck Close – all of whom ‘paint’ without using paintbrushes. Ask children how they think this art was created.</p> <p>Ask what materials they think would be good to use instead of paintbrushes. Offer the opportunity to experiment with items not traditionally used for painting – e.g. sticks, items found in classroom, fingers.</p> <p>Some ideas here: https://craftulate.com/15-ways-paint-without-brushes/ https://www.hellowonderful.co/post/10-clever-ways-to-paint-without-a-paint-brush/</p>
2	EQ: How can we paint without paintbrushes?	<p>Recap previous lesson – it would be nice for children to have the opportunity to evaluate the different materials they used and share with their peers what they thought worked well.</p> <p>Children create a final piece of artwork using materials of their choice. Work will be displayed along with quotes from children about why they picked the materials they did and how they problem solved. Were the materials they used better than normal paintbrushes or not?</p>

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Examples of materials that could be used:



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1	EQ: Is there a link between colour and emotion?	Ask children to think of all the colour they can, how many colours are there? Children to explore colour and what emotions they bring to mind when looking at different shades and brightness. This may be helpful: https://yourartpath.com/colours-and-emotions-examples-of-famous-artists LA - To understand the colour has a powerful effect. MA - To explain how colours affect emotions. HA - To identify colours that reflect who you are. N/B - Relate to the film inside out (why are certain characters that colour?)
2	EQ: How do artists use colour to portray emotions and feelings?	Study a range of artists and their work looking at the colours that they have chosen for each piece. Eg. Van Gough - Sunflowers (Hope and Joy) Picasso - The Tragedy (Sadness) Dine - The Circus #3 (Fun and Excitement) Choose a piece to examine more closely in their sketchbooks. Annotate with thoughts and feelings, like and dislikes etc. Experiment with re-creating certain aspects of the image through colour mixing. HA - Discuss the shading/tone and brush strokes
3	EQ: How can line portray emotion?	Talk about line. What kinds of lines are there? Straight, jagged, squiggly, zig-zag, etc. Warm up by having students draw lines (using pencil on newsprint) based upon certain feelings. IE: draw happy lines, draw angry lines, etc. What do these look like? Why are they different? What made you draw the line like that? Are some darker than others? Etc. You could also encourage your students to draw lines based on the music they are hearing (IE: jazz, classical, pop etc.) Can they create a simple line drawing that represents a certain emotion (link to previous lesson they might wish to choose certain colours for this)

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4	E.Q: How does the shape and style of images change the emotion of a piece?	<p>Look at a range of artists who use shape in their work. Eg. Paul Klee. How can certain shapes represent a feeling or emotion?</p> <p>Teachers information: Softer, rounder lines are more indicative of passivity and calm, while jagged, angular pictures may suggest more mental activity. This does not necessarily mean negative activity, such as anger or frustration, but perhaps just energy and excitement. How busy a finished picture is can also indicate the levels of activity going on in a child's mind. A particularly frenetic-looking picture can also signal a busy mind in need of some exercise.</p>
5	E.Q: How do the illustrations in Roger Hargreaves' books 'Mr Men' use colour, line and shape to portray a character and personality?	<p>Choose some characters from the Mr Men/Little Miss series for the children to look at and remove their names.</p> <p>Can they use the K, S, U's they have learnt through this unit to discuss and reason who they think that character is and why.</p> <p>HA - should be able to articulate this and write their thoughts down using more complicated language and referencing the vocabulary discussed through this topic.</p>
6	E.Q: How can you represent your feelings and emotion through art? Final Piece	<p>This may need to span across several lessons to produce final piece.</p> <p>Child led activity.</p> <p>Children should have built up a large high quality selection of ideas in their sketchbook that they can draw upon for this - including annotated thoughts and opinions on art they have already studied.</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:

Van Gogh
Monet
Picasso
Dine

Plan for deliberate Reading opportunities:

Mr Men & Little Miss books by Roger Hargreaves