

Foundation Subject Medium Term Planning

Subject: Art and Design	Concept/Theme: 3D/Sculpture	Year Group: Year 2	Term: Spring 2
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Vocabulary:		End of Unit Milestones:
pattern	A repeated design using lines, shapes or colours.	
shape	The form of an object.	
print	Transferring an image from one surface to another.	
texture	How something feels when it is touched.	
line	A mark that is made on a surface. This can be straight, wavy or curly.	
cross-hatching	Two layers of lines at diagonals to create a mesh-like pattern.	
art deco	A style of design that was popular in the 1920s and 1930s.	
knead	Working into the clay with your hands.	
sculpt	Create something by carving or moulding clay.	
carve	To decorate or make something by cutting or chipping.	
		<ul style="list-style-type: none"> • I can use mathematical shapes to help create observational drawings. • I can add 3D and depth to my drawings through cross-hatching and shading. • I can add colour to develop my drawings. • I can create repeating patterns on clay. • I can use cardboard, paper and string to create my jewellery. • I can use mod-roc to create a base for my jewellery. • I can create a range of embellishments, experimenting with different techniques and materials.

Prior Learning:	Future Learning:
<ul style="list-style-type: none"> • Year 2 – Autumn: Printing with shapes and objects to create repeated patterns. • Year 1 – Spring: Observational drawings of feathers using different media. 	<p>Year 3:</p> <ul style="list-style-type: none"> • I can apply even tones when shading. • I can draw from observation

Week One	
<p>Objective: I can draw with a ruler to create shape and line</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Experiment with and control different media e.g. charcoal, pencil, pen, markers, inks. • Add textures to drawings to give the impression of 3D shapes/structures. • Create observational drawings, identifying simple mathematical shapes to support their working.

Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Attention Grabber: (Ref drawing with a ruler and sketch book work – Access art – see below) https://www.accessart.org.uk/drawing-with-a-ruler/ (Lesson 1) https://www.accessart.org.uk/developing-sketchbook-work-with-pink-pig-sketchbooks/ (Lesson 2) Provide range of artificial gems and natural crystals (if available) for children to look at closely. What shapes can you see on the different facets/faces (maths link). What vocabulary could you use to describe? Where do these shapes join – how are they connected? How can we make them look 3D?</p> <p>The Main Event: Give the children 5 minutes to make a drawing of the gems/crystals, representing shapes that they can see, using a ruler (children could be given a lollipop stick to use instead) and a pen/pencil. You may wish to ask the children to try drawing in both pen and pencil. Discuss which they prefer and why.</p> <p>Give the children the opportunity to explore both observational and experimental drawings throughout the lesson. Give children different media and tools to draw with e.g. ink pen, markers, pencil (different grades), graphite. In the next lesson, children will add colour to their drawings so today's lesson should focus on encouraging children to explore shape and line. Talk to the children about cross-hatching to make some areas darker. This will add another dimension and will allow their drawings to capture the 3D elements.</p> <p>Begin to develop ideas by drawing a range of gems and cutting these out and arranging them on their page with annotations and reflections on the work that the children have produced.</p>	<p>Work in sketchbooks to produce a range of observational drawings, with a focus on line and shape.</p> <p>Pupils needing extra support: Begin to draw with pencil and then explore another media once ready.</p> <p>Pupils working at greater depth: Children could begin to think about how they can move their drawings forward and experiment with different media to create different effects. Encourage children to provide thoughtful</p>

Foundation Subject Medium Term Planning

<p>Wrapping Up: Give children time to reflect on their own work thinking about what went well and what they could improve next time. Children to look at work produced by their peers and discuss what they liked.</p>	<p>annotations and reflections in their sketchbooks.</p>
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Week Two

<p>Objective: I can record an annotate my ideas in my sketch book. I can develop my drawings using a range of media and tools.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● Develop drawings by adding colour. ● Experiment with a range of different media and comment on their effects ● Reflect on my work and record my ideas in my sketchbook
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Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Attention Grabber: Have a go at some simple drawing exercises to loosen the children up and open them to experimentation. E.g. drawing with non-dominant hand, blind drawing, timed drawing, drawing to music. Ask children to look at their work and reflect on their drawings. Does it accurately represent the thing in which they are drawing? Do you like the work/drawing that you have produced? Why/Why not?</p> <p>The Main Event: https://www.accessart.org.uk/developing-sketchbook-work-with-pink-pig-sketchbooks/ Allow children to work on pieces of paper (small and large) in addition to working in their sketchbooks to allow them to draw on different scales. Children could also try drawing on different coloured backgrounds or different types of paper. Remind the children of the work that they completed in the last lesson. Tell the children that today, they will be working on developing some of those drawings and will begin to add colour. Give children to look again at their work and remind themselves of what went well/what could be improved. Through the first part of the lesson, allow children to draw their shapes/outlines. Once children have finished drawing, allow them to add colour through experimenting with a range of media – e.g.</p>	<p>Create observational drawings in sketchbooks.</p> <p>Pupils needing extra support: Allow children to work on one scale and choose one type of media e.g. watercolour. Support children with painting techniques, keeping them simple.</p> <p>Pupils working at greater depth:</p>

Foundation Subject Medium Term Planning

<p>brusho/watercolour. Allow children to think carefully about the placement of the colour. Will they add colour to the whole drawing or just part of it? Show the children images from the Access Art link above for inspiration.</p> <p>Wrapping Up: Give children some time to present, collage and curate their work in their sketchbooks. Children can cut out their drawings and arrange these in their sketchbooks.</p> <p>Look at the work produced by other children on their tables and reflect on their own work. Discuss what they like/dislike and what techniques went well.</p>	<p>Challenge pupils to explore drawing on different scales. Encourage children to use different types of media to add colour e.g. pastels, paint, brusho.</p>
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Week Three

<p>Objective: I can create patterns and texture by imprinting clay (Kapow Lesson)</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use my hands as a tool for making ● I can remember that I can create repeating patterns into clay in the same way that I used them in my printing pattern ● I know that clay is a material that can only be used when it is flexible and wet
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Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Attention Grabber:</p> <p>Display some images of art deco jewellery with strong use of shape and pattern. Link to shape work from previous lessons. Identify the shapes that the children can see and think about how these are combined to make the jewellery. Talk about what the children/like and dislike about the art deco jewellery. Talk about what might have inspired the craft makers/designers.</p> <p>The Main Event:</p>	<p>Transfer drawings and marks from previous lessons into clay. Photograph and add pictures to Twitter/Google Drive.</p> <p>Pupils needing extra support:</p>

Foundation Subject Medium Term Planning

Roll out a slab of clay no deeper than 1.5cm. Using the card template, show how to cut the clay into a small tile. Scratch your initial/name onto the reverse using a pencil or plastic clay tools. Also 'score' the back of the tile by running a clay tool across the back to leave grooves (this helps to stop the tile warping as it dries out). Demonstrate how the objects you collected (see 'Before the Lesson') can be used to create a repeating pattern in the clay. Now the children are going to create their own piece. Ask each pupil to cut their tile (you could have some ready cut for any pupils who may struggle with this). Then ask them to take some of the spare clay slab and experiment with pressing the objects into it, using their fingers/thumb to rub it smooth again. They should explore several items to see the different effects that are created before selecting their favourite. They then carefully create their repeat pattern into the tile itself.

This lesson can be adapted so that children base their clay tile work on the drawings that they have produced in the first two lessons (drawing of 3D gems/crystals).

Wrapping Up:

The clay tiles should be put somewhere safely to dry. Air dried clay doesn't need firing in a kiln. Other clay does, but it is possible to paint it with paint mixed with PVA glue instead. Clay work requires dedicated clearing up and the children can do a large part of it! They should take any wet clay into the clay bin or container and dry clay into another container. Make sure that they clean any dry clay off of the tables and wash their hands, then select a few children to wash the tables.

May need help with cutting their tile outline.

Pupils working at greater depth:

Encourage detailed use of pattern and shapes within shapes as well as attempting to create the pot alternative in the 'Main Event'.

Week Four

Objective: I can create shapes and patterns in relief by combining materials

Success Criteria:

- I can translate my 2D inspiration into 3D forms, focusing on shape and line.
- I can use cardboard, paper and string to create a pendant/jewellery design.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Foundation Subject Medium Term Planning

Attention Grabber:

Look at a range of jewellery artists/craft makers. (Tiffany is a good one to begin with)
Look at the work that they created and talk about what the children like/dislike.

What shapes/colours can the children identify?
What can they say about the lines? Are they straight/curved lines?

The Main Event:

[Anglo Saxons | Gomersal Primary School Art - You may wish to look at the link for further inspiration.](#)

Provide photocopies of enlarged images of tiffany art deco jewellery and other similar designs. Consider the use of curved and straight lines within these pieces – what are the name shapes you can see? How do they link to the shapes and lines that we explored and represented in the previous lesson.

Use tracing paper to trace over some of these patterns or allow the children to produce drawings directly from the jewellery pictures if they feel confident enough. Tell the children that we are going to use our drawings to create patterns. Demonstrate creation of these patterns using string by over laying on to traced pattern. Develop the drawings further by using thick string and strong cardboard, fixing with PVA (look at the examples in the above link to provide inspiration).

Children create own pieces based on patterns/own pattern designs. Build up their drawings and create patterns with cardboard/string to create pendants/other pieces of jewellery e.g. necklaces.

Once the children have finished, some of these may be finished using metallic paint/covering with foil once the glue has dried. Artificial gems could be added for finished pieces.

Wrapping Up:

Give children the opportunity to reflect on their own work and look at the work of their peers.

Discuss what they could do in future lessons to develop their work.

When encouraging the children to reflect on their work, use consider the following questions:

- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?

Trace designs and begin to create their own piece of jewellery. Photograph for Twitter/Google Drive.

Pupils needing extra support:

Encourage children to use the tracing paper to trace the photocopied designs.

Pupils working at greater depth:

Encourage children to take inspiration from the photocopied pictures but create their own designs. Begin to combine a few designs to make a larger piece of work.

Week Five

Objective:

I can develop my 2d work into 3d models.
I can use a range of modelling materials and explore their uses and properties.

Success Criteria:

- I can use combine materials to make a base for a 3D structure.
- I can think carefully about my ideas.
- I can use ideas from previous lessons to help me create a piece of 3D art.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Attention Grabber:

Show children some pictures of the Supersize Jewellery from Access Art. How do you think that they were created?

What do you like/dislike about them? How are they different/similar to the work that we produced last week? Tell the children that in this lesson and the next lesson, they will be creating their own piece of Supersize jewellery. Talk about how the scale of this piece will be much different to the scale of the piece that they created last week.

The Main Event:

[Supersized Jewellery \(accessart.org.uk\)](http://accessart.org.uk)

This lesson is split into 2 parts (lesson 5 and lesson 6)

In this lesson, children will explore mod roc and create the base for a large piece of jewellery before adding embellishments and detail in the next lesson.

Ask the children to think about what they wish to make. The example shows a ring but this could be adapted so that the children create a different piece of jewellery.

Explain to children how mod roc works/what the properties are. Model to the children how to use the cardboard first to create the base. Decide how big you want your jewellery to be and what shape.

Once the children are happy with the shape and size of their cardboard base, they can secure it with masking tape before layering with mod roc. Ensure a few layers of mod roc are applied to make the structure strong.

Use mod-roc to create a base for a piece of jewellery.

Pupils needing extra support:

Encourage children to create a simple band for a ring, like the one shown in the Access Art example.

Pupils working at greater depth:

Challenge children to alter the shape of the band or create a different piece of jewellery. If children prefer to stick to creating a ring, challenge them to add a claw, like the example in the Access Art link. They might also be able to change the shape of the band e.g. make it

Foundation Subject Medium Term Planning

<p><u>Wrapping Up:</u> Allow children to reflect on what they have achieved in this lesson.</p> <p>Ask children to look back at their work from over the past few lessons and think about what they can do to develop their ideas in the next and final lesson. What embellishments, shapes and designs will they add to their jewellery?</p> <p>Give children chance to make a quick sketch/note of their ideas ahead of the next lesson.</p>	<p>thicker/thinner in some parts or cut out pieces in the middle to create a pattern/design.</p>
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Week Six

<p>Objective: I can mould clay to create 3D shapes.</p> <p>I can add decoration and embellishments to my 3D structure.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use combine materials to make embellishments to add to my 3D structure. ● I can think carefully about my ideas. ● I can use ideas from previous lessons to help me create a piece of 3D art.
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Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p><u>Attention Grabber:</u></p> <p>Give children chance to look at their bases from last week. Is there anything that needs fixing?</p> <p>Recap all of the work that the children have completed over the last few weeks and think about the techniques that they have used to create pieces of jewellery. Which technique/material did they prefer to use? Why?</p> <p><u>The Main Event:</u></p> <p>https://www.accessart.org.uk/painted-clay/Supersized_Jewellery (accessart.org.uk)</p>	<p>Use clay/mod-roc to create embellishments and beads for their piece of jewellery. Photograph for Twitter/Google Drive.</p> <p>Pupils needing extra support: Create simple round beads and add a hole in the centre so that they can be attached to their jewellery.</p>

Above links can provide additional inspiration.

Children today will be working on the 'beads' and other embellishments to add to their jewellery pieces.

Tell the children that today they will be working with clay and learning to sculpt the clay into different shapes and forms.

Think carefully about what types of embellishments children want to add to their work. Some children may wish to create more '2D/flat' shapes with details carved into the clay that can then be stuck/moulded on to the base of their jewellery. These would link nicely to the work that children created from cardboard/string.

Another option is that children could create beads for their jewellery from clay. If they are creating beads, children could use something to create a hole in the centre so that they can be threaded together and attached to the base in this way. How can the children create texture in their beads/embellishments? Encourage them to explore this using the clay tools.

When children are creating their beads/embellishments, they should consider how they will attach these to the bases that they made last week. Will it be glue, clay, thread, more mod roc?

Once the children have created their embellishments they can decorate and finish with paint.

Wrapping Up:

Let the work dry. Children may want to come back to it in a couple of days so that they can reflect on their work properly.

Allow children to look at the work of their peers.

- What have you discovered?
- Tell me about what you have made

Pupils working at greater depth:

Create a range of beads to add to their work, looking at different shapes and adding detail to these pieces using clay tools. Encourage children to play with the scale of their beads.