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| **Art Year 2 Medium Term Planning – Textiles and Collage Block D** | | | |
| **National Curriculum**  Key stage 1 Pupils should be taught:   * 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. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How are reconstructed paintings made? | How are reconstructed paintings made? | How are reconstructed paintings made? |
| **Skills taught** | Use a variety of materials and methods to create colourful and patterned effects | Select materials and combine to create interesting textural and visual effects  Explore and explain the textural, visual and tactile qualities of artwork | Can make effective choices about images and composition to create a balanced collage  Can show control and dexterity in cutting and sewing skills |
| **Recall and retrieval** | Use chalks to paint with  Use wax crayons and oil crayons to resist paint  Make rubbings from textured surfaces  Use printing techniques such as reverse stencilling and printing from objects | Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving  Combine materials to create colourful and textural effects | Select materials and combine to create interesting textural and visual effects  Explore and explain the textural, visual and tactile qualities of artwork |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can express views about work created by others, making constructive comments and giving reasons for preferences | **Key knowledge**  Can use a wide range of relevant vocabulary to describe the visual and tactile qualities of their work | **Key knowledge**  Can articulate views about the work of artists |
| **Scaffolding** | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success.  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Image  Adhesive  Non-Realistic  Reconstruct  Montage  Manipulate | Image  Adhesive  Non-Realistic  Reconstruct  Montage  Manipulate | Image  Adhesive  Non-Realistic  Reconstruct  Montage  Manipulate |