







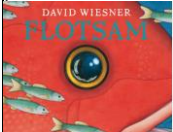

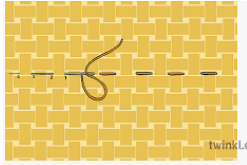


Year 2 – Art and DT LTP

Topics	Autumn 1 Survival of the Fittest	Autumn 2 Reach for the Stars	Spring 1 The Incredible Journey	Spring 2 Into the Wild	Summer 1 Save the world	Summer 2 Now Party!
Key Texts	The Hare and the Tortoise	Look Up Stimulus – Alien Landing	Meerkat Mail	Lost and Found	Hansel and Gretel/Last Wolf/descriptive writing	Flotsam
NC Strand Art	Painting and printing	Textures and collage	Drawing	Drawing	3D	Printing
NC Strand DT		Design, make and evaluate Technical knowledge – structures and mechanisms			Design, make and evaluate Technical knowledge – structures and mechanisms	Food Textiles
Coverage	<p>Primary/secondary colours -name, mix, what's happened?</p> <p>Tints/tones -name, mix, what's happened</p> <p>Use these skills to create a hare in the style of:</p>  <p>Create a tortoise in a similar style.</p> <p>Learn about a local artist:</p>  <p>Who is Mohammad Barrangi?</p>	<p>Alma Thomas -chn observe and draw inspired by Alma Thomas -discuss repeating pattern, colours -create patterns with coloured bricks, objects -inspired by space topic chn create collage</p>  <p>Alien spacecraft -design, make, evaluate with functional wheels and an axel</p> 	<p>Henri Rousseau -observe and draw a line drawing inspired by Henri Rousseau -chn create their own -teach line, shape using different pencils</p> 	<p>Elyse Dodge – create landscapes based on Antarctica using colour, shape, space, line, texture and form</p>  <p>-paint background, create landscape with triangles, colour in, cut out and stick on top</p>	<p>Barbra Hepworth study her work Use inspiration of 'saving the trees' to create 3D work. Create a gallery of our work.</p>  <p>Art gallery podium Create a strong, stable structure to display their clay sculpture in the class gallery.</p> 	<p>Printing inspired by the seaside/Flotsam – linked to English -draw a design -create a tile -print and create a repeating pattern</p>  <p>Healthy packed lunch Evaluate what they have made.</p>  <p>Class mural Learn a simple running stitch and create a textile with the first letter of their name. create a class mural of all the letters</p> 

Year 2 – Art and DT LTP

<p>Skills Art</p>	<p>I can mix paint to create all secondary colours I can make colours lighter and darker by using white and black paint. Tints and tones. I can use colour vocabulary to describe the tints and tones I have created. I can use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings</p>	<p>I can design patterns of increasing complexity and repetition. I can experiment with the visual elements: line, shape, pattern and colour</p>	<p>I can layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. I can use of a sketchbook and work out ideas for drawings. I can draw for a sustained period of time from the figure and real objects, including single and groups objects</p>	<p>I can work on a range of scales e.g. large brush on large paper etc. I can use of a sketchbook and work out ideas for drawings. I can draw for a sustained period of time from the figure and real objects, including single and groups objects</p>	<p>I can manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. I can build a textured relief tile. I understand the safety and basic care of materials and tools. I can experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	
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	<p>I can print using a variety of materials, objects and techniques. I can experiment with the visual elements: line, shape, pattern and colour I can they think of ideas and plan what to</p>		<p>I can experiment with the visual elements: line, shape, pattern and colour</p>		
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<p>Skills DT</p>		<p>I can they think of ideas and plan what to do next I can choose the best tools and materials. I can give a reason why these are best I can describe my design by using pictures, diagrams, models and words. I can join things (materials/ components) together in different ways. If I did it again, I can they explain what I would improve. I can explain what went well with my work</p>		<p>I can they think of ideas and plan what to do next I can choose the best tools and materials. I can give a reason why these are best I can describe my design by using pictures, diagrams, models and words. I can join things (materials/ components) together in different ways. If I did it again, I can they explain what I would improve. I can explain what went well with my work</p>	<p>I can describe the properties of the ingredients I am using I can explain what it means to be hygienic I am hygienic in the kitchen I can describe how different textiles feel I can make a product from textiles by gluing or sewing I can join textiles together to make something I can cut textiles I can measure textiles and cut accurately</p>
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<p>In Art - Throughout the year children in year 2 should have the opportunity to: I can talk about the techniques, materials and equipment used in my work and the work of others, e.g. 'I have used a cotton bud to add dots' I can describe what I like about my own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. I can adapt and make changes to my work and the tools I use as it develops. I can describe how I have changed and adapted my work for a specific purpose, e.g. use of specific tools to create more texture.</p>	<p>In DT - Throughout the year children in year 2 should have the opportunity to: If I did it again, I can they explain what I would improve. I can explain what went well with my work</p>
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