

# Templemoor Infant and Nursery School

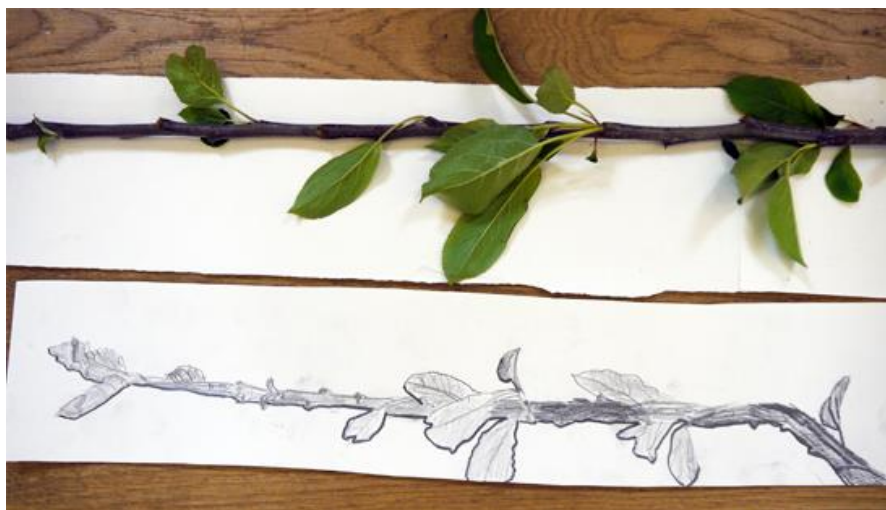
## Unit Organiser



**Subject**  
**Art**

**Year 2: Autumn 1**

**Focus**  
**Explore and draw**



### National Curriculum Coverage

- To use a range of materials, pencils, wax crayons, watercolour and brush to creatively to design and make products.
- To use drawing to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using pattern, line and shape.
- To learn about the work of a range of artists (Alice Fox and Rosie James describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key Skills

- I can explore my local environment (school, home, etc) and collect things which catch my eye.
- I can explore composition by arranging the things that I have collected.
- I can talk about what I collected, and how and why I arranged the things I collected.
- *I can take photographs of my artwork and I can think about focus and light.*
- I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.
- *I can hold an object and I can make a drawing thinking about the way the object feels.*
- I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.
- I can work small in my art book and on large sheets of paper, exploring how I can use line, shape and colour in my work.
- *I can cut out and collage to explore composition.*
- I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.

### Key Knowledge

#### Drawing

I know different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks.

I know and understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find).

I know I can hold my drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.

I know that some artists explore the world around them to help them find inspiration (Alice Fox and Rosie James)

I know some places where I can find inspiration for my own artwork.

### **Collage**

I know how to collage with drawings to create invented forms. Combine with making if appropriate.

### **Sketchbooks**

I know how to make a new sketchbook (Elastic Band and Hole Punch) OR make Spaces and Places inside a bought sketchbook.

## **Key Vocabulary**

Explore, Collect, ReSee, Imagine, Curious,  
Present, Re-present, arrange, composition  
Photograph, Focus, Light, Shade,  
Observational Drawing, Close study, Draw slowly, Intention,  
Pressure, Line, Mark, Page  
Sense of Touch  
Mark making, Line, Tone, Shape,  
Reflect, Present, Share, Discuss, Feedback

## **The Learning Journey**

- **Week 1: Artists Are Collectors & Explorers.** Introduce children to the idea that artists are often collectors and explorers. Children to understand that by exploring our environments with "fresh eyes" and curiosity we can find inspiration for our artwork. Explore the artist Alice Fox and how she uses finds on her allotment to inspire her work. Record places that we might find inspiration for our own artwork in school and at home.
- **Week 2: Explore and Collect.** Explore the outdoor environment to collect and create compositions to inspire their own work. Investigate the objects to create new shapes and patterns on the ground, around branches, and on logs. Think about how even ordinary things like twigs and pebbles might be interesting when you really look at them. Gather the objects back to the classroom and explore composition and arrangements on paper and table tops. Sorting by colour, size and material. Reflect on findings. Photograph compositions.
- **Week 3: Sketch Work.** Explore different drawing exercises to record the things that the children collected. Two Drawing Exercises. Use a variety of media (handwriting pen, pencil) to draw the things collected the week before as individual items (i.e. not part of a bigger composition). Draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. Begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.
- **Week 4 and 5: Projects** Children will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.
- **Week 6: Reflect, Share, Talk** Children will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

## Assessment Outcomes

- I can... (use the key assessment sheets)
- I have seen how some artists explore the world around them to help them find inspiration.
- I can explore my local environment (school, home, etc) and collect things which catch my eye.
- I can explore composition by arranging the things that I have collected.
- I can talk about what I collected, and how and why I arranged the things I collected.
- I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.
- I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.
- I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.
- I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.

Builds on...	Learning Links	Leads to...
Observational drawings in Year 1.		Continue to develop understanding about where artists and ideas and inspiration. Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind