



# Year 2 Spring

## How can we look after all living things?





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## Intent: The Why Behind our Topic

### Rationale

'How can we look after all living things?' will give children an in-depth look at the preservation of wildlife and nature and expressing our feelings using various art forms. Children will investigate earth art and will study artists such as Miranda Loyd and Andy Goldsworth. Through the study of animal charity organisations, they will also explore how we can protect the environment for future generations. The topic will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Key Curriculum Areas:** PSHE, Art, History, Geography, DT

**We will meet the S&L needs of our children by:** *Providing opportunities for debates and discussions, giving children relevant artistic vocabulary – key artists, similarities and differences, key findings, see word bank for topic related words.*

**We will allow children to understand cultural differences and break down stereotypes by:** *Acceptance of different people including cultures, religions and beliefs. Discussions around why different people have different view and beliefs and how we can accept or challenge them.*

**We will meet the SEMH needs of our children by:** *Children will look at world events and how they can change people's attitudes. Children will develop methods to express their emotions through art. Art therapy techniques will be used to assist this.*

**We will meet the socio-economic disadvantages of our children by:** *Trips and experiences and opportunities to use tools and equipment in school to create art.*

#### **Purposeful Outcome:**

**Most children will be able to** *produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*



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### Intent: Topic-developed NCS Requirements

NCS Requirements			
KS1			
	Skill	National Curriculum	Objective
	<p><b>Exploring and Developing Ideas</b></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p>	To produce creative work, exploring their ideas and recording experiences.	<p>Respond positively to ideas and starting points;</p> <p>Explore ideas and collect information;</p> <p>Describe differences and similarities and make links to their own work;</p> <p>Try different materials and methods to improve;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>
	<p><b>Drawing</b></p> <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p>	To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.	<p>Draw lines of varying thickness;</p> <p>Use dots and lines to demonstrate pattern and texture;</p> <p>Use different materials to draw, for example pastels, chalk, felt tips;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>
	<p><b>Painting</b></p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.	<p>Name the primary and secondary colours;</p> <p>Experiment with different brushes (including brushstrokes) and other painting</p> <p>tools;</p> <p>Mix primary colours to make secondary colours;</p> <p>Add white and black to alter tints and shades;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>
	<p><b>Sculpture</b></p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p>	To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>Use a variety of shapes, including lines and texture;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
	<p><b>Collage</b></p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p>	<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>	<p>Use a combination of materials that have been cut, torn and glued;</p> <p>Sort and arrange materials;</p> <p>Add texture by mixing materials;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>
	<p><b>Textiles</b></p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p>	<p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p>	<p>Show pattern by weaving;</p> <p>Use a dyeing technique to alter a textile's colour and pattern;</p> <p>Decorate textiles with glue or stitching, to add colour and detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
	<p><b>Printing</b></p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p>	<p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p>	<p>Copy an original print;</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
	<p><b>Work of Other Artists</b></p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p>	To understand 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.	<p>Describe the work of famous, notable artists and designers;</p> <p>Express an opinion on the work of famous, notable artists;</p> <p>Use inspiration from famous, notable artists to create their</p>



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### Implement: Topic-developed NCS Requirements

Term Skeleton Coverage	
Half term 1:	<p><b>The key curriculum objectives will be met through:</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>End project</b> – Children will organise a school fair to sell their created artwork in order to raise money for the dogs trust. They will use the focus artists to create this artwork.</p> </div> <p><b>Week 1</b>  <b>L1</b> – Hook – Dogs trust to visit and talk to the children about looking after dogs and other pets, why it is important and how this is reflective of other animals. Look at some ways to raise money for the charity including art work, crafts and cards to sell  <b>L2/3</b> – Discussion around artists who use nature to inspire their artwork. Show the 4 artists we will explore then zone in on Andy Goldsworthy. Create an anchor chart pointing out the key things children notice about Andy's art work. (Natural elements arranged to create a greater picture). Go to the allotment/playground to create a giant art work of a dog using natural objects they can find.</p> <p><b>Week 2</b>  <b>L1</b> – Focus of the lesson – how people and other living things have different needs and what responsibilities we have to care for them. What are the key things animals need to survive.  <b>L2/3</b> – Recap Andy Goldsworthy from the previous week and critique the artwork they created.            Zone in on Miranda Lloyd and create an anchor chart pointing out the key things children notice about Miranda's art work (trees and leaves, focus on textures, straight lines and exploring thick and thin lines. Children collect leaves from the playground (or adult does this in advance) and use crayons to create leaf rubbings using natural colours. If time, explore leaf printing</p> <p><b>Week 3</b>  <b>L1</b> – Exploring animals that are not having their needs met and are therefore endangered – around the world. Zone in on pandas and elephants. What can be done to help them? Raise awareness using artwork. Explore posters and pick out key features.  <b>L2-3</b> – Recap Andy and Miranda and critique the art work from last week. Zone in on Walter Mason and create an anchor chart pointing out the key things children notice about Walter's work (photography focus, laying out natural objects to show off their beauty rather than creating a picture with them, using cutting techniques to shape the objects). Children go to the allotment/playground and arrange leaves, rocks, twigs etc to create photographs. Create leaf paper chains and snowflakes using cutting techniques.</p>
Experience:	
Reading and Writing	<p><b>Class Books –</b></p> <p><b>Talk for Writing Units: TBC</b></p>



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Term Skeleton Coverage	
Half term 1:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>Week 4</b>  <b>L1</b> – Recap endangered animals and children choose one animal to focus on. Create a one page spread showing all the things people can do to look after their chosen animal and ensure it survives.  <b>L2-3</b> – Recap all the previous artists and critique the art photography work from Walter Mason last week.            Zone in on Cath Kidston and create an anchor chart pointing out the key things children notice about Cath's work (repetitive patterns, nature focus of flowers, leaves, animals etc).</p> <p><b>Week 5</b>  <b>L1</b> – Focus of the lesson – endangered animals within the UK – look at what is causing them to be endangered, what can we do to help them? Look at how we could create areas at the allotment to help wildlife in our local area – bird feeders,  <b>L2/3</b> – Create bird feeders to take to the allotment – string and cheerios, lard and seeds in cups – children design, their chosen bird feeder aiming to make a string and cup feeder 1 between 2. DT focus – how will they make it, what will they need, what will it look like. Make their bird feeders.</p> <p><b>Week 6</b>  <b>L1</b> – Recap what they decided we could do at the allotment to help animals in our local area. – Look at how plants can help a wide range of animals especially wild flowers.  <b>L2-3</b> – Choose their favourite artist to focus on out of the 4 artists we have focused on. Children design a flowerpot based on their favourite artist and use paint or natural resources to create their flowerpot for the allotment. Plant wildflower seeds within the pots and take them to allotment.</p>
Experience:	
Reading and Writing	<p><b>Class Books –</b></p> <p><b>Talk for Writing Units: TBC</b></p>



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Term Skeleton Coverage	
Half term 2:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>Week 1</b>  <b>L1</b> – Art technique focus – drawing/sketching (thick, thin lines) explore how they can use lines to create shape, shade and texture.  <b>L2-3</b> – Using the drawing and sketching techniques from L1 create a tree image inspired by Miranda Lloyd's style of straight lines.</p> <p><b>Week 2</b>  <b>L1</b> – Art technique focus – painting (primary colours) learn about the primary colours and how to create a colour wheel using the primary colours.  <b>L2-3</b> – Using a tree or animal silhouette template, children learn about shade to create a background. Children explore with how they can use black and white to create different shades of their chosen colour.</p> <p><b>Week 3</b>  <b>L1</b> – Art technique focus – sculpture – learn about how to create sculptures from paper and that this is called origami.  <b>L2-3</b> – Explore how they can use other objects to create sculptures particularly natural objects such as stones and leaves. Children use rocks to create sculptures of animals then photograph their creations.</p> <p><b>Week 4</b>  <b>L1</b> – Art technique focus – printing using pre made printing tools to explore how we can create repeating patterns through print  <b>L2-3</b> – Use polystyrene, foam or potatoes to create a nature based stencil. Use their stencil to print a repeating pattern on a tote bag.</p> <p><b>Week 5</b>  <b>L1</b> – Add the finishing touches to any artwork created in weeks 1-5  <b>L2-3</b> – Invite the parents in to a school fair selling their creations from the whole topic. The money raised will be sent as a donation to the dogs trust.</p>
Experience:	
Reading and Writing	<p><b>Class Books –</b></p> <p><b>Talk for Writing Units: TBC</b></p>



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Term Skeleton Coverage	
Half term 1:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>Art:</b>  <b>The Art process at HCPS:</b></p> <ul style="list-style-type: none"> <li>• Begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading (use model slides)</li> <li>• Study an artist</li> <li>• Critically evaluate the artists' work to inform own art-work</li> <li>• Experiment and investigate different techniques and media</li> <li>• Create own artwork, applying new techniques, skills and media to own artwork</li> <li>• Critically evaluate own artwork</li> <li>• Improve work after evaluation</li> <li>• Reflection and re-cap of knowledge and skills remembered and understood</li> </ul> <p>PSHE</p> <ul style="list-style-type: none"> <li>• Shared responsibilities: How people and other living things have different needs; the responsibilities of caring for them</li> <li>• Things they can do to help look after their environment</li> <li>• Communities: The different roles and responsibilities people have in their community</li> <li>• Respecting self and others: what is kind and unkind behaviour, and how this can affect others</li> <li>• How to treat themselves and others with respect; how to be polite and courteous</li> <li>• To recognise the ways in which they are the same and different to others</li> <li>• How to listen to other people and play and work cooperatively</li> <li>• How to talk about and share their opinions on things that matter to them</li> </ul>
Experience:	
Reading and Writing	<p><b>Class Books –</b></p> <p><b>Talk for Writing Units: TBC</b></p>

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### Implement: Topic-developed NCS Requirements

Medium Term Plan	
	<p>Art</p> <p>Land sculptures</p> <p>Rock painting</p> <p>Stick sculptures</p> <p>Leaf printing</p> <p>Nature drawing</p> <p>Water art</p> <p>Willow weaving</p> <p>Artists:</p> <p>Andy Goldsworthy</p> <p>Miranda Lloyd</p> <p>Quentin Blake</p> <p>Techniques:</p> <p>Painting</p> <p>Drawing</p> <p>Sculpting</p> <p>Printing</p> <p>Charities:</p> <p>WWF</p>
Experience:	Whole school art gallery





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#### Medium Term Plan

**Week 1:**

Lesson 1:

How can we look after living things?  
KSI Spring term  
evaluate their art work  
Artist study  
Andy Goldsworthy  
Quentin Blake  
Hook  
- Large scale paper with fruit & veg

Lesson 2:

Week 2 - 5 days  
Imitate Quentin Blake work  
↳ watercolour pencils  
Cath Kidston  
Topic reading  
- WWF linked  
- Protecting animals and conservation  
- RSPB  
Learn to paint with fruit and veg.

Lesson 3:

Create own art in Quentin Blake style  
Painted with fruit and veg.  
Evaluate and reflect on own art work.  
Week 3 - 5 days

Lesson 4:

Showcase art work  
Topic reading  
- Endangered animals  
- adopt an animal  
- Tropical world  
Imitate Design Andy Goldsworthy piece.  
Learn technique of Willow

Lesson 5:

Week 4 - 5 days  
Use Cath Kidston designs to make bunting  
Create own class art piece at allotment (large scale piece).  
Evaluate  
Visit Middleton Park

Lesson 6:

Evaluate and reflect on own art work

Experience:



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Medium Term Plan	
<b>Week 1:</b>	
Lesson 1:	<ul style="list-style-type: none"> <li>Experiment and investigate different techniques and media – use natural ingredients to colour in existing Quentin Blake illustrations</li> </ul>
Lesson 2:	<ul style="list-style-type: none"> <li>Create own artwork – plan the kind of art we will do – Illustrate class book about conservation</li> </ul>
Lesson 3:	<ul style="list-style-type: none"> <li>Sketch animals in the style of Quentin Blake</li> </ul>
Lesson 4:	<ul style="list-style-type: none"> <li>Critically evaluate own artwork using art questioning</li> </ul>
Lesson 5:	<ul style="list-style-type: none"> <li>Improve work after evaluation – final piece</li> </ul>
Lesson 6:	
Experience:	



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Implement: Topic-developed NCS Requirements

# Why are living things so different from each other?

**Teacher General Review of Topic:**

**Subject Specific Review of Topic:**  
**Science**

**Geography:**

**History:**

**Art:**

**DT:**

**Curriculum Coverage – Assessment Evaluation**  
**Science:**

**Geography:**

**History:**

**Art:**

**DT:**