

Lower Key Stage 2: Year B: Term 1

| Topic  | Lesson Name                        | Lesson No. | Learning objective  | Secure understanding  | Greater depth   |
|--------|------------------------------------|------------|---|---|---|
| Skills | Learning About...Carl Giles        | 2          | Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them and comparing their work to that of other artists | The cartoon drawings feature a few lines, enough to make each character distinguishable.  | Commenting on how Giles' arrangement and positions of the characters make mum seem lonely. Suggesting what the characters might do to make her less lonely. Drawing their characters using non-stationary poses to give them a sense of movement and featuring appropriate expressions or reactions to the scene. |
|        | Craft and Design 1: Craft Puppets  | 3          | Using different materials to create a puppet figure, making the various parts of the puppet to the correct proportions                                | The creation of a 3D model (puppet) which resembles a mouse and has its features in reasonable proportion. Mixing paints to match the tone of grey and paint neatly and with control, ensuring good coverage. | Their ability to construct their puppet with care, ensuring a neat finish and attention to detail. Presenting their work to a good standard and painting the texture of fur using tones of grey.  |
|        | Craft and Design 2: Sock Puppets   | 4          | Designing and creating a sock puppet  | Using the materials provided to make a workable puppet with clear features.   | Using the materials provided to make a puppet that has features tailored to be scary. Making a monster of their own, choosing and identifying how the character could fit into the story narrative  |
|        | Craft and Design 3: Shadow Puppets | 5          | Designing and creating a shadow puppet theatre, understanding that the features of a shadow puppet are shown through its silhouette                   | Cutting out characters of the mice and the monster to use in the shadow theatre. Explaining that the shadow is caused by the light from the lamp being blocked.   | Careful design of their own shadow puppet figure(s) with detailed cutting creating a more effective figure.   |
|        | Drawing: My Toy Story              | 6          | Drawing from observation; recognising shapes in an object and describing texture and colour   | Through observation they will be able to describe and then to draw the shapes that make up the object. They will be able to develop the drawing using colour, texture and detail.                             | Good observational skills which are shown through careful drawing and accurate representation of the object and control and variety in use of line, colour and tone.  |
|        | Painting: Tints and Shades         | 7          | Altering the tint and shade of a colour, understanding that a tint is made by adding white and a shade by adding black                                | Painting the worksheets accurately – to the edges. Blending the colours smoothly from one tone to the next.   | Some might paint two or more sheets to a higher standard using several colours.   |

Lower Key Stage 2: Year B: Term 2

| Topic           | Lesson                             | No. | Learning Objective   | Secure Understanding   | Greater Depth  |
|-----------------|------------------------------------|-----|--|--|--|
| Formal Elements | Tone 1: The Four Rules of Shading  | 1   | Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading:<br>Shading in ONE direction<br>Creating smooth, neat, even tones<br>Leaving NO gaps<br>Ensuring straight edges | Shading the shapes with a reasonable degree of accuracy and skill following the four shading rules.  | Following all four shading rules to a high degree of accuracy and with minimal teacher input or direction.                           |
|                 | Tone 2: Shading from Light to Dark | 2   | Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually  | Shading from light to dark with a reasonable degree of accuracy and skill. Blending tones smoothly and gradually without any sudden changes from light to dark.      | Defining 'tone' and applying this to their work. Shading the background to the sheet as well as the main object                      |
|                 | Shape 1: Seeing Simple Shapes      | 3   | Identifying and drawing geometric shapes found in objects, learning that natural objects are usually formed of wavy lines and man-made objects of straight lines   | Their ability to label their drawings with the names of the shapes they've identified. Having sketched the basic shapes lightly before drawing them more accurately. | Their ability to sketch the basic shapes with ease and adding detail with confidence and clarity.                                    |
|                 | Shape 2: Geometry                  | 4   | Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately   | Drawing a drinks can shape using light guidelines and simple geometric shapes.   | Easily constructing a 3D form from 2D shapes. Using boxes and guidelines effectively to measure and construct lettering.             |
|                 | Shape 3: Working with Wire         | 5   | Creating and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape, working safely with tools  | Successfully bending the wire to follow a simple template. Adding additional details for stability and aesthetics.   | Creating a strong, stable and decorative wire fish. Adding more decoration with either additional wire or tissue paper and PVA glue. |

**Lower Key Stage 2: Year B: Term 3**

| <b>Topic</b>           | <b>Lesson</b>             | <b>No.</b> | <b>Learning Objective</b>   | <b>Secure Understanding</b>  | <b>Greater Depth</b>   |
|------------------------|---------------------------|------------|---|--|--|
| <b>Prehistoric Art</b> | Exploring Prehistoric Art | 1          | Learning how prehistoric man made art, painting with muted earth colours and reflecting this style in their work  | Recognising the processes involved in creating prehistoric art, explaining roughly when they were made as well as creating their own animal drawing in this style. | Working with a greater level of control and detail when drawing and with a greater working knowledge of prehistoric animals, including which ones are extinct. |
|                        | Charcoal Animals          | 2          | Scaling up drawings, identifying key 2D shapes within an image and applying and blending charcoal to create tone and texture                                      | Creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists.   | Confidently working with the medium of charcoal and chalk, using different techniques and tools to create varied effects and textures.                         |
|                        | Prehistoric Palette       | 3          | Experimenting with the pigments in natural products to make different colours, identifying which natural items make the most successful colours                   | A good understanding of colour mixing from natural pigments, evidenced by the record of mixed colours in sketchbooks.  | A wide range of experimentation and mark making, showing advanced colour mixing and blending of pigments to create new colours.                                |
|                        | Painting on the Cave Wall | 4          | Developing painting skills, mixing paint to create a range of natural colours and experimenting with techniques to create different textures                      | Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style.   | Using greater skill and control in their painting and creating a more complex and sophisticated composition, possibly involving more than one animal.          |
|                        | Hands on Cave Wall        | 5          | Collaborating in group to create a large piece of artwork, creating designs using both positive and negative impressions and creating natural colours using paint | Successfully making positive and negative handprints in a range of colours.  | Creating more elaborate designs, manipulating colours patterns and shapes to suit their own ideas and intentions.  |

**Lower Key Stage 2: Year B: Term 3 continued**

| <b>Topic</b> | <b>Lesson</b>         | <b>No.</b> | <b>Learning Objective</b>   | <b>Secure Understanding</b>   | <b>Greater Depth</b>   |
|--------------|-----------------------|------------|---|---|--|
| <b>Craft</b> | Creating a Mood Board | 1          | Creating a mood board   | Creating a mood board that shows a selection of pictures, colours, photographs, words and drawings and justifying their choices.  | Explaining their choices in depth and placing the most important items at the intersection points.   |
|              | Tie-dyeing            | 2          | Creating tie-dyed materials and describing the similarities between tie-dyeing and wax resist | Creating a tie-dyed piece of material and t-shirt using colours from their mood board, understanding the need for gloves, aprons and protective sheeting.   | Predicting the patterns that their tying up would produce and describing what happens when two coloured dyes mix.  |
|              | Paper Weaving         | 3          | Creating a piece of paper weaving   | Producing a finished piece of paper weaving that uses colours represented on their mood board and is neat and accurate, keeping the weaving pattern consistent.   | Producing a piece of weaving that uses more unusual shapes in the weft pieces and exploring different weave patterns while still ensuring their work is even and consistent.             |
|              | Loom Card Weaving     | 4          | Weaving using different materials   | Producing a finished piece, where the weaving has alternated in direction on each line, using a range of materials and commenting on their choices (eg: whether they were hard/easy to weave, how they look). | Producing a neat, secured weave and making well thought out comments on what could be improved upon. There is an element of structure to their work (eg: colours organised into strips). |
|              | Simple Sewing         | 5          | Sewing designs using running stitch onto a t-shirt to personalise it                          | Cutting the material neatly into a chosen shape, then sewing the shape on using a running stitch, using their mood board to generate ideas.   | Using small and neat stitches, explaining their choice of shape/design and including woven fabric in their design.   |