

Art and Design Year F2 – Autumn term – Painting

Key Vocabulary

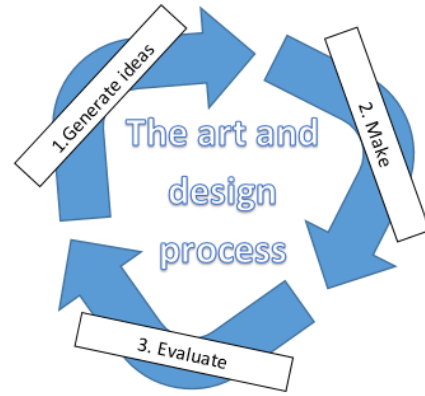
paintbrush – a brush for applying paint

Bristles – the part of the brush that applies the paint

Handle – the part of the brush that the person holds

Primary colours – a group of colours from which other colours can be made by mixing

Palette – a thin slab or board where an artist mixes colours



Key skills

- Can hold a brush correctly.
- Understand what primary colours are.
- Explore mixing colours.
- Can make representations using brush strokes.

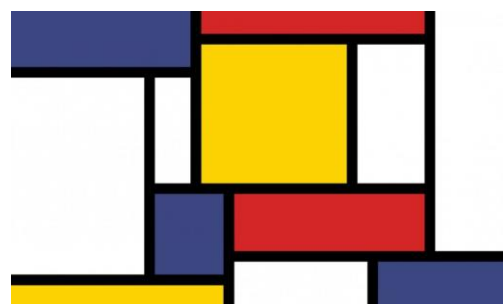
Key activities that MUST take place

1. Show children how to hold a brush and the do's and don'ts – holding like a pencil, not scraping along the paper
2. Discuss primary colours of red, yellow and blue and how to paint a picture with these. Use ready mixed paint
3. Demonstrate how to wash brush between colours.
4. Show the children how to mix two primary colours together and what new colours they have made. Use ready mixed paint
5. Look at the work by Piet Mondrian. What do they think of his work? What colours does he use? What do they like/dislike?
6. Demonstrate how to paint like Mondrian using different/appropriate colours
7. Give the children time to explore and paint like Mondrian.

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

You will need:

- Large/small paper
- Ready mixed paint
- Brushes
- Water pots
- Palette



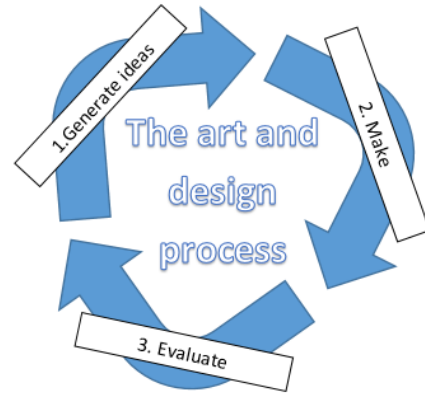
Art and Design Year F2 – Autumn term – Printing

Key Vocabulary

Print – mark a surface with a coloured design or pattern

Press – to apply pressure to something

Pattern – a repeated decorative design



Key activities that MUST take place

8. Demonstrate how to print a pattern onto paper using paint and leaves/potatoes
9. Children should explore printing using leaves they have found and vegetables/potatoes provided

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

Key skills

-Can make a picture or pattern by printing with a variety of materials



You will need:

Large/small paper

Paints – ready mixed

Brushes

Water pots

Palette

Leaves

Range of vegetables and potatoes

Art and Design Year F2 – Autumn term – Sculpture

Key Vocabulary

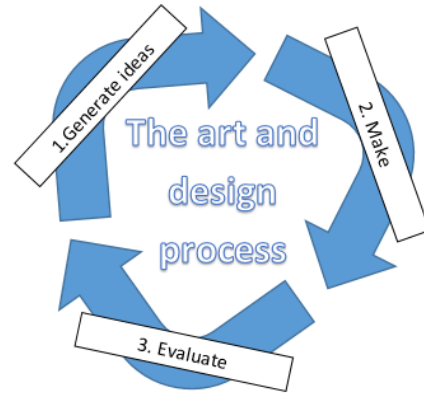
Sculpture – making a 2D or 3D representation or form

Collage – art made by sticking or arranging various different materials on to a backing

Decorate – make something look better by adding extra items or details

Build/construct – put parts together to make something

Join – connect or fasten things together



Key skills

Construct and build from simple objects.

Shape and model from observation and imagination

Impress and apply simple decoration

Use simple language created through feel, size, look, smell etc.

Key activities that MUST take place

10. Name and talk about different tools they will use – scissors, glue etc. go through any rules, how to carry, replacing lids
11. Go through resources that are available, what are they called? What could we use them for?
12. Demonstrate how to join objects together. What could we use? Is there another/better way?
13. Show them how to decorate a model to give it a finished look
14. Children should explore printing using the tools and resources available to make a model of their choosing

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

You will need:

Range of large/small boxes

Bottles

Containers/pots

Paper/card/wrapping paper

Ribbons/string/pipe cleaners/buttons/pasta etc to decorate

Glue/sellotape/masking tape etc to join objects

Scissors

Pens/pencils/crayons



Art and Design Year F2 – Spring term – Drawing

Key Vocabulary

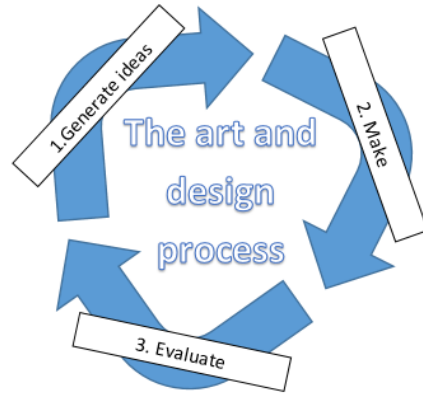
Sketching pencils – Pencils that are graded with Hs and Bs. H means hard and B means black.

Vertical lines – lines that are drawn straight up and down your page

Horizontal lines – lines that are drawn straight across your page

Wavy lines – a line that has many curves along it.

Portrait – a painting, drawing, photograph or engraving of a person, normally only showing the head and shoulders



Key skills

- Can hold a pencil correctly.
- Can make a range of different marks.
- Begin to make representations using different marks.

Key activities that MUST take place

15. Show children how to hold a pencil and the do's and don'ts – correct grip, not pressing too heavy or light
16. Discuss marks that they can make, straight lines, wavy lines
17. Let children experiment making marks on different papers and with different pencils
18. Look at the artist for the term Aut – Brunt, Spr Van Gogh. Art appreciation – discuss what they like/dislike
19. Demonstrate how to draw the terms focus Aut – face, spr 1 – tree, Spr 2 flower, what shapes can they see, draw a faint outline before adding detail and shading etc
20. Give the children time to explore and draw the focus

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

You will need:

- Large/small paper
- Range of H and B pencils
- Objects to draw (flowers/ Pictures of trees)
- Mirrors/camera for self portraits



Art and Design Year F2 – Summer term – Paint mixing

Key Vocabulary

paintbrush – a brush for applying paint

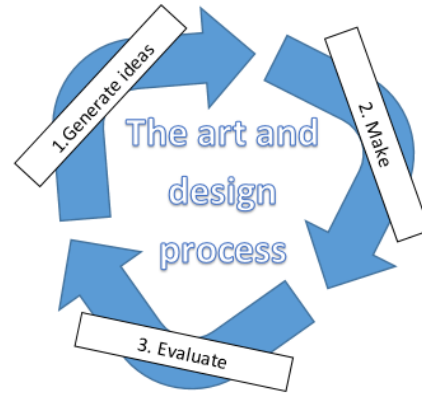
Bristles – the part of the brush that applies the paint

Handle – the part of the brush that the person holds

Primary colours – a group of colours from which other colours can be made by mixing

Mixing – creating a new colour by adding two or more colours together

Palette – a thin slab or board where an artist mixes colours



Key skills

- Can hold a brush correctly.
- Understand what primary colours are.
- Explore mixing colours.
- Can make representations using brush strokes.

Key activities that MUST take place

21. Show children how to hold a brush and the do's and don'ts – holding like a pencil, not scraping along the paper
22. Discuss primary colours of red, yellow and blue and how to paint a picture with these. Use both ready mixed paint and powder paint
23. Show them how to mix powder paint following the process of water, sponge, paint, pallet and mix
24. Show the children how to mix two primary colours together and what new colours they have made. Use ready mixed and powder paint for this.
25. Demonstrate how to paint an object using different/appropriate colours

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

You will need:

- Large/small paper
- Paints – powder and ready mixed
- Brushes
- Water pots
- Palette



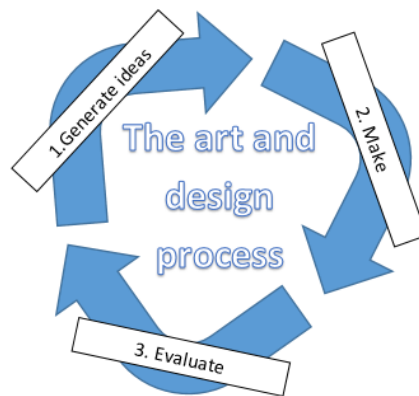
Art and Design Year F2 Cycle B – Summer term – Printing

Key Vocabulary

Print – mark a surface with a coloured design or pattern

Press – to apply pressure to something

Pattern – a repeated decorative design



Key activities that MUST take place

26. Children should print using hands and feet by applying paint
27. Demonstrate how to print a pattern onto paper using paint and objects
28. Children should explore printing using objects they have found

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

Key skills

-Can make a picture or pattern by printing with a variety of materials

You will need:

Large/small paper

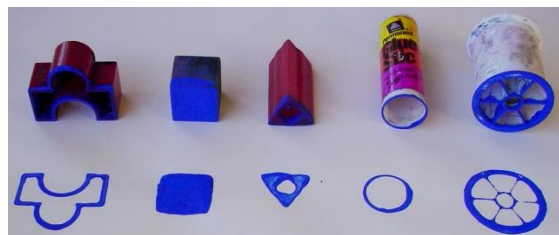
Paints – ready mixed

Brushes

Water pots

Palette

Range of objects



Art and Design Year F2 Cycle B – Summer term – Weaving

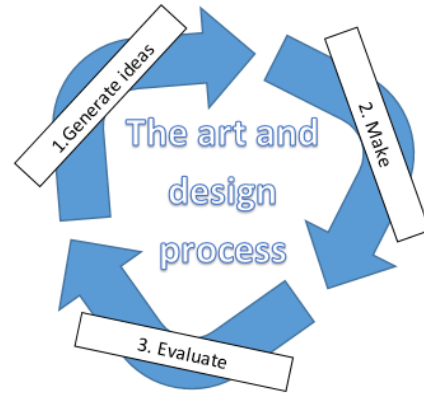
Key Vocabulary

Weave – to form fabric by interlacing long threads passing in one direction with others at right angle to them

Under – to go below something

Over – to go above something

Thread – pass a long thin object through something to the desired position



Key skills

-Can make a pattern by cutting or tearing a variety of materials

Key activities that MUST take place

29. Demonstrate how to weave materials under and over a frame
30. Children should explore weaving with a range of materials and weaving frames

Different activities may not take an entire lesson and more than one activity could be completed in one session. Likewise, some activities may need to be practised more.

You will need:

Weaving frame/s

Ribbon

Wool/string

paper

