

THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Term Spring YEAR 2 – Animal Art

	Learning Objective	Activity	Success Criteria
Session 1	<p>I can create artwork to reflect British wildlife.</p> <p><i>Pencils</i></p>	<p>Ask the chn what animals they might see if they went for a nature walk.</p> <p>Chn to stick in some of the animal cards in their sketch books and annotate with what shapes/colours they can see.</p> <p>The chn can then choose one of the animals to draw onto a piece of a card. The chn can then draw a nature scene into their sketchbooks and cut and stick the animal that they drew onto this.</p>	<p>I can set out my ideas using annotations in my sketchbook.</p> <p>I can link colours to nature.</p>
Session 2	<p>I can manipulate paper to create African animal art.</p> <p><i>Paint</i></p>	<p>Re-cap on the seven continents through the ppt.</p> <p>Chn to stick in some of the African animals and annotate the shapes/colours that they can see.</p> <p>Chn can use one of the ‘animal pattern’ cards to copy into their sketchbooks onto a sheet of A4 they can sketch it in pencil and then paint it using the correct colours. Whilst this is drying, the chn can then cut out a silhouette of their chosen animal using dark card (they can either draw and cut this themselves or use one of the templates) This can then be stuck onto the painted pattern. This can then be stuck in sketchbooks.</p>	<p>I can set out my ideas using annotations in my sketchbook.</p> <p>I can link colours to nature.</p> <p>I can mix my own brown.</p> <p>I can make tints by adding white.</p> <p>I can make tones by adding black.</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>
Session 3	<p>I can explore and create patterns.</p> <p><i>Pencils</i></p>	<p>Go through the ppt discussing the British and African animals that we have already looked at. Explain that today we are going to be looking at elephants in Asia. Chn to stick in pictures of decorated elephant in their sketchbooks and annotate what colours/shapes they can see.</p> <p>Chn to use the template and colour the elephant in different patterns using different grades of pencils and then stick in their sketchbooks. The chn could write a few sentences underneath/annotate to say which patterns they like the best/don’t like and why.</p>	<p>I can set out my ideas using annotations in my sketchbook.</p> <p>I can show patterns and texture in my drawings.</p> <p>I can draw lines of different shape and thickness using different grades of pencils.</p> <p>I can say how other artists have used pattern/colour/shape.</p>

Session 4	<p>I can create animal art in the style of Aboriginal dot art. <i>Paints for printing</i></p>	<p>Go through the ppt with the chn and explain that today they are looking at Australia. Chn to stick one of the pieces of Aboriginal art into their sketchbooks and describe different ways of how they could make the different dots, they could try a few of these ways/experiment on this page. Follow the instructions on the ppt on how to make a piece of aboriginal art, this can then be stuck in their sketchbooks.</p>	<p>I can mix paint to create all the secondary colours. I can say how other artists have used pattern/colour/shape. I can create a piece of art in response to another artist's work. I can print using stabbing. I can create a print like a designer.</p>
Session 5	<p>To be able to make 3D artwork of a rainforest animal. <i>Oil pastels</i></p>	<p>Go through the ppt and show chn the different rainforest animals. Chn to choose one of the snakes and stick it in their sketchbooks, annotating what patterns they will use, use this page to experiment with different patterns using oil pastels. Go through the instructions on how to make a snake using a piece of string to hang it up. Chn are to focus on using different patterns. Chn to stick a picture of this in their sketchbooks, what do you like? What was difficult? Etc.</p>	<p>I can set out my ideas using annotations in my sketchbook. I can show patterns and texture in my drawings.</p>
Session 6	<p>To explore the use of animals as symbolism in Native American art. <i>Mixed media-collage</i></p>	<p>Discuss North American animals via the ppt. Explain that these animals are all very important in Native American culture, go through the slides explaining what this is. Chn to discuss which animals they think which best represent their personality and why – they can show this in their sketchbooks. Chn to use one of the totem animal sheets and complete using collage, looking at the colours that would typically be used. This can then be stuck in sketch books.</p>	<p>I can use different materials on my collage and explain why. I can use repeated patterns in my collage.</p>
Session 7	<p>To be able to use paint to create animal art work. <i>Paints</i> <i>Oil Pastels</i></p>	<p>Explain that today we will be looking at Antarctica and making penguin art. Look through the ppt. Stick pictures of animals in sketchbooks and annotate colours/patterns.</p>	<p>I can mix paints to create secondary colours. I can create different tones using light and dark. I can link colours to natural and man-made objects.</p>

		<p>Chn to follow steps on the information sheet to create their background in their sketchbooks, they can then cut out the shape of a penguin out of black card (template if needed) and colour using oil pastels and stick on top.</p> <p>Chn then to write a couple of sentences to evaluate their art.</p>	
Session 8	<p>To make a puppet of an animal using textiles.</p> <p><i>Textiles/sewing</i></p>	<p>Chn to design an animal of their choice using the design template, this can be stuck in sketchbooks and annotated.</p> <p>Chn then to follow instructions to create their own hand puppet, pictures to be stuck in sketchbooks.</p> <p>(You could do finger puppets instead)</p>	<p>I can sew fabric together.</p> <p>I can join fabric using glue.</p>