

# Art

## Form Year 2

### National curriculum

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about 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.

### Key Knowledge and Skills- Year 2

#### Sticky Knowledge

- . Gordon Young is a public artist, which means he creates art in public spaces.
- . Hull has a fish trail made of flat and 3D images

#### Art Skills

##### Exploring and Developing Ideas

- . Ask and Answer questions about the starting points for their work
- . Use a sketch book to work out ideas

##### 3D Form

- . Explore pattern and texture, building and subtracting on the surface of a clay slab
- . Join clay using scratch and slip method

##### Evaluating and Deepening Work

- . Identify what they might change in their current work or develop in their future work.

### Vocabulary

Natural  
Form  
3D  
Pattern  
Texture  
Clay  
Scratch  
Slip

### Clay Fish Walk Tiles



### Learning Objective

### Lesson outline

#### Lesson 1: Investigate

**LO:** To know about the work of Gordon Young and the fish trail designs in Hull

**Sticky Knowledge:** Gordon Young is a public artist, which means he creates art in public spaces.

**Art Skills:** Ask and Answer questions about the starting points for their work.

Introduction to sculptures. What are they? What materials are used? Look at various examples and highlight difference in scale, materials, design etc. Who is Gordon Young? Teach pupils about some of his most famous artwork; Walk of Art, Comedy carpet, The climbing wall, Seven seas fish trail. Have they seen the fish trail in town?

ARE - Explore different work by the artist and discuss the focus of his work. What do they like/dislike? Which colours/shape/form etc. are used? What questions have they got about Gordon Young's work and starting points for their own work.

WTS – Image of Gordon Young's fish tiles in their books to label ideas with basic vocabulary.

GD – Identify difference and similarities between practices and disciplines.

#### Lesson 2: Focus practical tasks

**LO:** To know how to use clay tools to make shapes, patterns and lines.

Recap what sculptures are and materials used. Explain that they will be using clay to make their sculptures. Teach children how to handle similar material – playdough. Demonstrate how to warm up the material and mold it to desired shapes. Discuss the meaning of the following vocabulary: line, pattern and shape. Introduce pupils to tools they will use.

<p><b>Art Skills:</b> Explore pattern and texture, building and subtracting on the surface of a clay slab.</p>	<p>ARE/GDS - Experiment different clay modelling techniques using playdough. Introduce different clay modelling tools to practise making shapes, patterns and lines in the clay.</p> <p>WTS – Adult support where necessary.</p>	
<p><b>Lesson 3:</b> Focus practical tasks</p> <p><b>LO:</b> To know how to attach clay using the scratch and slip method</p> <p><b>Art Skills:</b> Join clay using scratch and slip method</p>	<p>Recap tools and materials they will use. How do we prepare the clay? (warm it up so it is easier to mold). Pupils practice basic molding techniques: rolling, squashing, squeezing, pinching etc. Show pupils a video demonstration of the ‘score and slip’ method used to attach pieces of clay together. Explain that when the clay dries out the clay pieces will snap off easily if they are not joined together correctly.</p> <p>ARE/GDS - Learn how to attach clay to their tile using scratch and slip method.</p> <p>WTS – Support where needed through adult modelling.</p>	
<p><b>Lesson 4:</b> Planning</p> <p><b>LO:</b> To design a clay tile.</p> <p><b>Art Skills:</b> Use a sketch book to work out ideas.</p>	<p>Re-cap artists fish trail and designs of different fish. Select inspiration for their own designs. Recap vocabulary: shape, pattern, line. Discuss possible design ideas and model how to use line and pattern to add detail to their fish shape tile.</p> <p>ARE - Plan/design their own fish tile including what shapes, lines and patterns they are going to use.</p> <p>WTS – use basic lines to add detail</p> <p>GDS – use variety of skills (line, pattern, shape) to add accurate and appealing detail to clay.</p>	
<p><b>Lesson 5:</b> Final piece</p> <p><b>LO: To make a clay tile</b></p> <p><b>Art Skills:</b> Explore pattern and texture, building and subtracting on the surface of a clay slab.</p> <p>Join clay using scratch and slip method.</p>	<p>Recap the score and slip method to join pieces of clay. Model how to mold the clay into a fish shaped tile. Ensure pupils consider the scale they want their sculpture to be. Verbally explain their design to eachother before startign their final piece.</p> <p>ARE/GDS - Use the clay, tools and their design to make their own fish tile. Join pieces of clay (scratch and slip method) and build/subtract on clay slab. Use pattern and texture within designs.</p> <p>WTS – Adult support where necessary.</p>	
<p><b>Lesson 6:</b> Final piece</p> <p><b>LO:</b> To present their sculpture.</p> <p><b>Sticky Knowledge:</b> Hull has a fish trail made of flat and 3D images.</p> <p><b>Art Skills:</b> Identify what they might change in their current work or develop in their future work.</p>	<p>Evaluate their fish tiles so far – What went well? What are they happy with? What would they change? Pupils can paint their clay fish tiles before presenting them to the rest of the class. Discuss - Where would they position their trail/tiles?</p> <p>WTS/ARE/GDS - Pupils could paint their clay tiles or present them as their own fish trail at school.</p> <p>Verbally evaluate their work through peer-assessment - identifying what they might change. Compare to the pictures from the first lesson.</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b> Working at Age related expectations</p>	<p>Working at a greater depth</p>

