

Year 2 – Great Fire of London

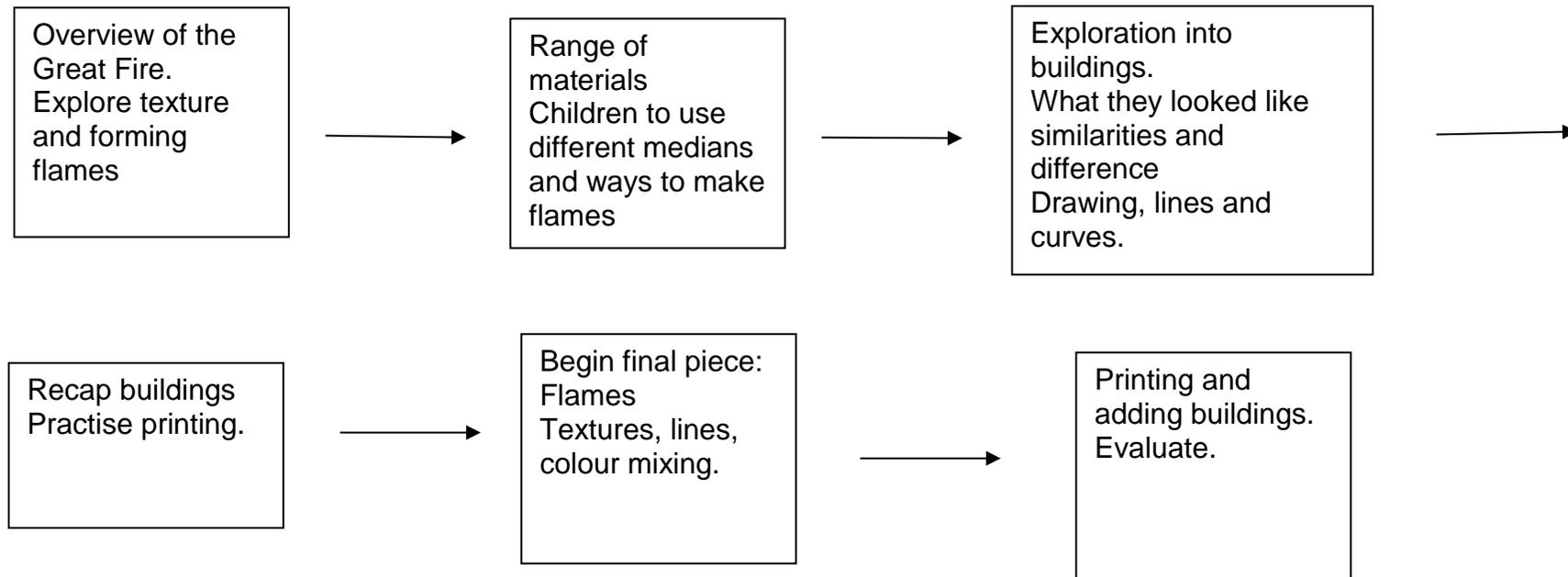
National curriculum:

- 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.
- 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 works.
- Evaluate and analyse.

Vocabulary:

line, texture, pressure, shade, proportion, space, curve, straight, portrait artists, form, materials, create, draw, sketch, light, dark, similarities, differences, features, material, printing, designing

Snapshot overview



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Art Medium Term Planning

Year Group: 2

Term:

Topic: Great Fire of London

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can use lines and curves to draw the flames of the Great Fire.	<p>Overview of the Great Fire. Children to use previous knowledge as well as a brief input about the Great Fire.</p> <p>Show videos of a flame burning. What do you notice? How does it move? How could you draw this? Discuss with a friend</p> <p>Teacher model the curves and lines and required.</p> <p>Children to practise lines to form the flames. Children will be required to experiment with pressure and use of lines.</p>

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Session 2	<p>I can use a range of materials and techniques to add texture to my flames.</p>	<p>Recap Great Fire and the flames Reshow videos of the flames. How did we draw them? What kind of lines did you use?</p> <p>Children will be given a piece of A3 paper and will have access to the range of different materials. (paper, paint, sand, glitter) and children will be tasked with drawing their flames and adding texture using these materials. Children to experiment and discuss how the materials used add texture and make the flames 'move'. Children will use colour mixing to explore and depth to their flames.</p>
Session 3	<p>I can compare buildings from now and then and use a variety of lines to draw them</p>	<p>Children to be shown pictures of buildings now and buildings then. Compare and contrast. Children to look at details of the buildings and look specifically. Children to have a range of pictures on the table and children to recreate these buildings using lines, curves and shading.</p>
Session 4	<p>I can use colour mixing and printing to add detail and textures of my buildings</p>	<p>Recap building Recap drawing buildings and the techniques required. Demonstrate printing: Children to pick 1 building and draw it onto think card. Discuss that the children will only be able to use the outline of their building so encourage sharp and thick. Children will then colour mix their building colour and practice printing onto paper.</p>

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Session 5	<p>I can use colouring mixing and a range of materials to create my final product</p>	<p>Children to use prior knowledge to start building their final product. Recap the flames and how to draw them and also the different materials that could be used. Children to use a3 paper and start drawing and adding texture to their flames. Children to colour mix in groups for the flames.</p>
Session 6	<p>I can use a range of pencil techniques and printing to produce creative work.</p> <p>I can evaluate and analyse my creative work.</p>	<p>Model drawing the building and the focussing of the outlines of the buildings. Teacher to model drawing onto the card and printing onto the paper.</p> <p>Children to collect their piece of work (hopefully dry) Children to colour mix paint, draw and print their buildings on.</p> <p>Children to evaluate each other's work. Teacher to form a little gallery for children to see, compare and contrast.</p>

Impact:

All children will have experimented with line and texture.

All children will be able to hold a pencil appropriately.

All children will be able to explain how different materials add effect to their work.