



Subject	Concepts	Unit	Prior Learning	New Learning	Future Learning
Year 2 Unit 1	<b>Teach: line and colour</b> Discuss: space and shape	Artist: Picasso Style: Cubism Skills: drawing/painting Artwork: Abstract Portrait	Name the primary colours and how to mix them to create secondary colours.	Know that Pablo Picasso was the most dominant and influential artist of the first half of the 20 <sup>th</sup> century.  Know that Pablo Picasso created cubism.	Use the primary and secondary colours to explore complimentary colours used in Pop Art.
<b>Sequence of Learning</b>	<b>Current Vocabulary</b>	<b>New Vocabulary</b>	Draw different types of line—thick, thin, wavy, dotted etc)	Know that cubism abandoned the traditional viewpoint and incorporated multiple viewpoints in one piece.	Draw lines with increased skill and confidence and to use line for expression in portraits.
	Colour Primary Colours Secondary Colours Colour Mixing Colour Wheel Line Shape Brushes (thick and thin) Pencil  Evaluation Like Dislike Compare	Mood feeling (in terms of colour) brush strokes abstract cubism oil paint similarities differences inspiration critique proportion	Identify, describe and use shape for purpose.  Explore the questions what is art? How is art made?  Evaluate the creative work of artists' work using the language of art. (I like/dislike.... Because..)	Understand that Pablo Picasso expressed his emotions and opinions through art.  Explore the questions what is art? How is art made? What is the purpose of art?  Explore how art is judged and begin to use this language to evaluate artists' and their own works of art.  Think about and discuss how the art makes them feel when they look at it.  Mix and manipulate oil paints to make the secondary colours and to discuss how these colours could represent emotions/moods  Use line for purpose (draw abstract features of a portrait thinking about the space/ proportions) to paint within the lines of the features thinking about colour choice.  Create an abstract portrait using the concepts taught as the focus point.	Create a Pop Art inspired portrait using the concepts taught. The children to articulate why they are going to use specific colours.  Explore the questions what is the purpose of art? How is art judged?  Look at some critiques and reviews of Andy Warhol's work. What language did they use?  Know that art is subjective and people like/dislike art but that does not mean the artwork is not created to a high standard in terms of skill/ technique.  Know that art is not just painting and drawing. Explore other art forms such as film and photography.
1. Evaluate/Research: Display a range of Picasso's art develop children's oracy by evaluating his work (stem sentences on SP) Who was Picasso and what are the features of his art? (what concepts feature in his work? Listed below)  2. Concept technique: <b>Colour</b> Oil paint, mixing the primary colours to make secondary, begin to discuss how the colours may represent a mood or feeling. Using the element of colour to paint within the lines of shape.  3. Concept technique: <b>Line</b> To experiment with line for purpose. To draw a set of abstract eyes and think about the position of these on an abstract portrait  4. Concept technique: <b>Line/colour</b> To draw features of an abstract portrait and experiment with colours (painting within the lines accurately)  5. Plan/create: To create an abstract portrait incorporating the concepts taught.  6. Evaluate: self/peer assess using the language of an artist. (stem sentences on SP)	<b>Other Information</b> Evaluate— stem sentences available in art folder on SharePoint. Sketchbook— Ideas on SharePoint on how their sketchbooks should look. Terminology— Cubism— characterised by the use of geometric shapes to depict humans and other forms Secondary colours— green, orange, purple	<b>Trip/Visitor</b> The New Art Gallery Walsall			