

Year 2 Art: Drawing – Block A

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
The surface drawn on will create different effects	Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed



Waves by Beth Krommes (2021)

In this block, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language.

Pupils will use a picture book or piece of art as a starting point for their own artwork.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

Point of reference: Y2 Drawing – Block A

Pupils will be able to:

- recognise a range of different marks
- apply pressure to change the mark



Prior Learning

- select a range of mark making tools and use them to create a variety of marks, including cross-hatching

CUSP Connections:

No CUSP connections

Art History:

Beth Krommes (born 1956)

Beth Krommes is a contemporary American illustrator. She illustrates children's books and has been awarded several honours for her work. She is known for the engraving style of her work for which she often uses scratchboard. This is a cardboard coated with a fine layer of white clay which is covered by a layer of black ink. Krommes draws by scratching off the ink layer with a sharp tool to reveal white lines. The more lines drawn, the more detailed the artwork becomes.

Links to Literature:

Swirl by Swirl by Joyce Sidman (illustrated by Beth Krommes)

The Great Wave by Véronique Massenet (illustrated by Bruno Pilogret)

Materials:

Art sketchbook, assorted paper weights and textures (including paper towel and newspaper), pencils, charcoal, oil pastels, chalk, paint (black, brown and white), PVA glue, paintbrushes

Lesson 2 will require five or six different pieces of music to be played during the session.

In Lesson 3, play *The Hebrides, Op. 26 Fingal's Cave* by Mendelssohn.

Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Point of explanation: Y2 Drawing – Block A





Core Knowledge	Explanation
response	A response is an artistic or creative reaction to a stimulus such as music or other works of art.
stroke	Strokes are the movements that are made with a mark making tool. Strokes can differ in terms of size, direction and the amount of pressure applied.
linework	Linework relates to lines which are purposefully made to create areas of texture, shade and light. They may include: dots, dashes, cross-hatching, stippling and scribbling.

Technical Vocabulary	Definition
contrast	differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere
medium / media	material or materials used by an artist
stippling	a method of applying short marks to create a textured effect





Teacher guidance video:

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes

Point of delivery: Y2 Drawing – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Explore a range of mark making opportunities using a variety of materials</p> <p>Hold drawing tools correctly and use appropriate vocabulary to describe materials and marks made</p>	<p>Different mark makers will create a variety of effects depending on the surface onto which they are placed</p>	<p>Introduce the Knowledge Note and discuss new vocabulary. Pupils should already be familiar with the vocabulary: texture, tone, pressure and monochrome.</p> <p>In this session, pupils will continue to explore the range of marks they can make using a wide variety of materials. They will be shown how to create different surfaces (by gluing layers of different paper onto a paper base) on which they can work.</p> <p>Introduce paint as a drawing medium. Demonstrate how to correctly hold a paintbrush, dip it in water and blot to clean it in on paper towel between use. Only use one black, one white and one brown paint. Encourage curiosity and experimentation as pupils use the skills previously acquired to create expressive marks on prepared surfaces. Provide opportunities for pupils to respond to specific vocabulary, including: stipple, dash, dot, smudge, cross-hatch, swirl and wave.</p> <p>Use questioning to support responses from the pupils about the marks they have made.</p>	<p>Can identify the materials they have used</p>
<p>2. Select tools and materials to make specific choices about marks</p>	<p>Music and movement affect mark making</p>	<p>Listen to rhythm, dynamics and speed changes in music to create mood and imagination. Ask the pupils to listen to and move in response to different snippets of music. (This could be done outside, in a hall / gym or with just their arms and upper bodies whilst seated.) Explore ideas using music as a stimulus for mark making. Next, explain that they will be making marks as they listen to the music. Whichever drawing tool they use, it is to be an extension of their arm and as it comes into contact with the drawing surface, different marks are to be made as the music changes. The paper could be folded or different pieces used for each piece of music selected.</p> <p>Use questioning to encourage pupils to comment on their own work as well as the work of others. Provide pupils with appropriate question prompts so that they can interview one another.</p> <p>Pupils then complete Vocabulary Task 1.</p>	<p>Can identify where marks change in response to a change in music</p>

Point of delivery: Y2 Drawing – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Demonstrate a greater understanding of the range of drawing materials available</p> <p>Understand that drawing is a response to a thought or an idea created by a point of inspiration</p>	<p>Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task</p> <p>Understand how to show texture and movement by using different marks</p>	<p>The starting point for this lesson is the illustration work of the contemporary American artist Beth Krommes. Also, look at the pictures in the books <i>Swirl by Swirl</i> and <i>The Great Wave</i>. Pupils may already be familiar with the book <i>Swirl by Swirl</i>. Study the illustrations in detail and encourage the pupils to comment on the lines and marks they can see.</p> <p>Look at the engraving <i>Waves</i> and introduce vocabulary such as: waves, curve, curl, movement, dots, specks and flecks. On pieces of paper, pupils create their own piece of work inspired by <i>Waves</i>. Play <i>The Hebrides, Op. 26 Fingal's Cave</i> by Mendelssohn as they draw. Encourage pupils to choose their own materials and ensure that a range of marks is being made and that this selection is based on meaningful decisions made by the pupil.</p> <p>Use questions to elicit how the pupils feel about their own work and changes they would make if they were doing the activity again.</p> <p>Finally, pupils complete Vocabulary Task 2.</p>	<p>Can take inspiration by observing the work of a professional artist</p> <p>Can make a range of marks to show movement</p>

Questions for assessment

What happens if you use the mark making tools in a different way?

What happens if you use different media in the same piece?

How would you change or improve your work?

What did you like / dislike about the activity?

What did you find challenging / easy?

What happens if you change the size, shape or direction of marks you make?

Why did you choose to use that media?

What would you do differently next time?

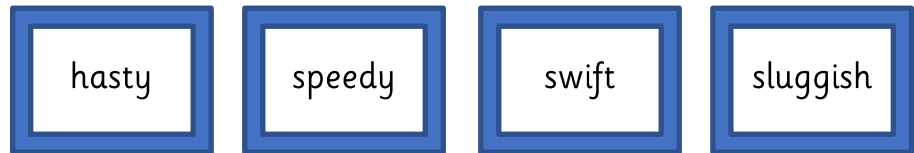
Why do you feel that way?

What do you like / dislike about your artwork?

Oracy and Vocabulary: Y2 Drawing – Block A

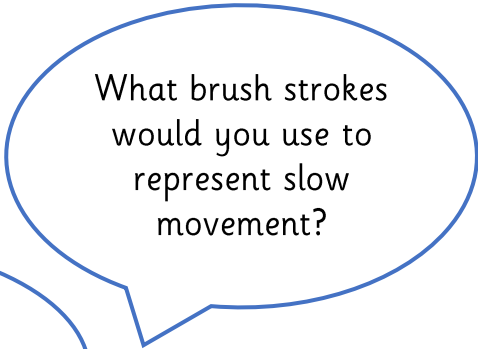
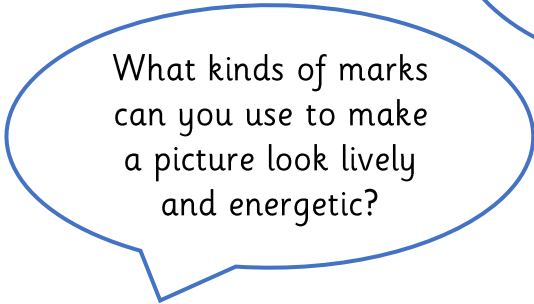
Task 1: You have been mark making in response to different types of music.
Sometimes you might make marks quickly, sometimes slowly.

Put these adjectives in order from slowest (1) to quickest (5). One has been done for you.



5	
4	
3	
2	slow
1	

Exploration:





Task 2: On a scale of 1 to 10 (1 is very disappointed – 10 is very satisfied),
what number would you give your feelings about the different marks you were
able to make using your brush?


Describe the marks you were able to make to create a feeling of movement in your
picture and explain what you would do differently next time.




Vocabulary: Y2 Drawing – Block A

OWN-it	Analyse 
Tick the part of the word <i>movement</i> that is the root word.	
<input type="checkbox"/> move	
<input type="checkbox"/> ment	
Underline the part of the word <i>lightest</i> that means the most.	
lightest	
Tick the word that is an adjective.	
<input type="checkbox"/> expressing	
<input type="checkbox"/> expressive	

KNOW-it	Definition 
Tick one. The word <i>stippling</i> means:	
<input type="checkbox"/> making marks with dots.	
<input type="checkbox"/> making marks with straight lines.	
True or false?	
<i>Smudging</i> is a method that can only be done with chalk.	
<input type="checkbox"/> True	<input type="checkbox"/> False
Tick the correct definition of the word <i>media</i> .	
<input type="checkbox"/> the middle of something	
<input type="checkbox"/> materials used in art	

LINK-it	Connect 
Circle the word that means the same as <i>contrast</i> .	
different similar	
Write a word meaning the opposite of <i>movement</i> .	
<hr/>	
Tick the word that means the same as <i>respond</i> .	
<input type="checkbox"/> react	
<input type="checkbox"/> refuse	

USE-it	Use in context 
Complete the sentence.	
Using different marks can create a feeling of _____ in a picture.	
Write a word in the gap that will complete this sentence correctly.	
Using <i>lighter pressure</i> will create a _____ tone .	
Use the word <i>mood</i> correctly in a sentence.	
<hr/>	
<hr/>	

Knowledge Note: Y2 Drawing – Block A

Year 2: Drawing



Core content:

Explore mark making – use a range of marks with paint to represent movement, mood and texture.

Technical vocabulary:

Contrast – differences in colour or in light and dark, used in photographs and paintings to create a special effect or present a mood or atmosphere.



Medium / media – material / materials used by an artist.



Mixed media – using various materials to create artworks.



Stipple – to paint or draw something using small marks.



Connections:

Beth Krommes (born 1956)
American illustrator,
wood engraver, painter
and pattern maker



Year 2: Drawing



Core content:

Explore mark making – use a range of marks with paint to represent movement, mood and texture.

Technical vocabulary:

Contrast – differences in colour or in light and dark, used in photographs and paintings to create a special effect or present a mood or atmosphere.



Medium / media – material / materials used by an artist.



Mixed media – the use of various materials in create artworks.



Stipple – to paint or draw something using small marks.

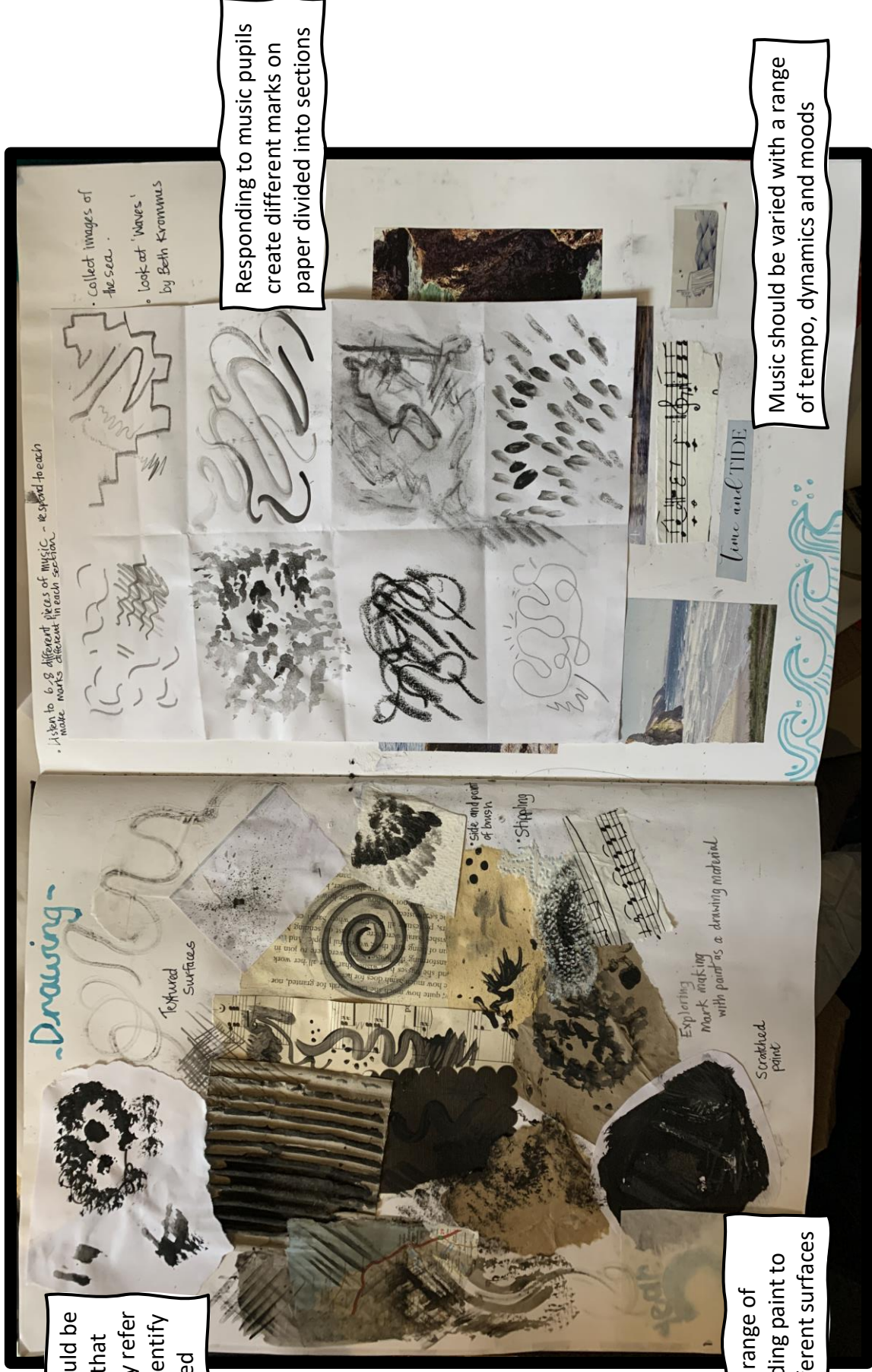


Connections:

Beth Krommes (born 1956)
American illustrator,
wood engraver, painter
and pattern maker



Exemplification: Y2 Drawing – Block A



Annotation should be encouraged so that pupils can easily refer to marks and identify the medium used

Responding to music pupils create different marks on paper divided into sections

Pupils use a range of media including paint to draw on different surfaces

Music should be varied with a range of tempo, dynamics and moods

Exemplification: Y2 Drawing – Block A

