

Raffles International School Long Term Plan
Art and Design 2017 – 2018
Year 2

Week & Unit	Skills & Concepts	Suggested Activities	Resources	Assessment
Term 1				
Week 1 5 th Sep – 7 th Sep	Draw out your name Create a mind map of your interests and hobbies	Classroom rules, expectations and routines Name activity – getting to know the students	Colour pencils Markers Paper Pencils	Teacher assessment – formative Questions and answers
Week 2 10 th Sep – 14 th Sep Week 3 17 th Sep – 21 st Sep Formal Elements Introduction	Identify formal elements of art (color, line, shape, tone, pattern) To explain each element in their own words Incorporate formal elements into design work	The goal of this unit is to introduce students to the basic elements of art (color, line, shape, tone and pattern) and to show students how artists use these elements in different ways in their work. They will create a brainstorm of ideas which will be reflected in final project/s.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 4 24 th Sep – 28 th Sep Week 5 1 st Oct - 5 th Oct Baseline Testing	Observational drawing assessment	Use formal elements of art and design to draw a still-life composition	Powerpoint Paper Pencils Erasers Visual images for starting points Colour pencils	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 6 8 th Oct– 12 th Oct Week 7 15 th Oct – 19 th Oct Week 8 22 nd Oct – 26 th Oct Unit 1 Formal Elements Final Project	Incorporate formal elements into design work	In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Half Term				
Week 9				
29th Oct – 2nd Nov				
Week 10 5 th Nov – 9 th Nov Unit 1 (to be continued) Formal Elements Final Project	Incorporate formal elements into design work	In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 11 12 th Nov – 16 th Nov Week 12 19 th Nov – 23 rd Nov	Recognise the importance of National Day in the UAE Revise prior learning of formal elements to discuss	Students will learn about the importance of UAE National Day and create art work inspired by artist Andy Warhol. They will identify and discuss the use of	A3 paper Erasers Black marker Pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment –

Week 13 26 th Nov – 30 th Nov	key aspects of Andy Warhol's life and art	formal elements, line, tone color and shape found in Warhol's work. Students will then brainstorm popular culture icons and/or buildings of the UAE and incorporate these into a piece of artwork that reflects Andy Warhol's pop art style.	Rulers Images of the UAE Tracing paper Paints Paint brushes Water containers	formative Final Evaluation (self-assessment)
Week 14 3 rd Dec – 7 th Dec	Draw a famous icon/building of the UAE			
Week 15 10 th Dec – 14 th Dec	Trace image 4 times			
Unit 2 National Day	Select 4 colour schemes			
	Paint using the colours of the UAE flag			
	Outline with black markers			
	Compare and contrast final artwork to Andy Warhol			

Winter Break
Week 16, 17, 18
17th December – 6th January 2018

Term 2

Week 19 7 th Jan – 11 th Jan	Understand the concept of printmaking	In this unit of work students will learn to create multiple images of natural forms using the process of printmaking. Students will start by drawing from secondary observation, this will then be traced and transferred onto a printing plate (polyboard) and etched into using a pointed tool. The printing plate will then be printed onto collaged paper created by the students in a variety of materials. Throughout this unit students will revise prior learning of formal elements of art and apply these to both their drawing, collage and their final prints. They will also learn about printmaking artist Katsushika Hokusai who demonstrates intricate patterns in his work. Students will explore his artwork to inspire ideas for their drawings and prints.	Powerpoint Pencils Erasers Tracing paper Polyboard Images of fruits & flowers Glue Scissors Variety of paper and card Printing inks (Student polyboards and abstract backgrounds) Rollers, Trays Newspaper, Tissue paper	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 20 14 th Jan – 18 th Jan	Become familiar with the work of art Katsushika Hokusai			
Week 21 21 st Jan – 25 th Jan	Draw from observation using formal elements of art			
Week 22 28 th Jan – 1 st Feb	Transfer original drawing to tracing paper and then onto polyboard			
Week 23 4 th Feb – 8 th Feb	Create a polyboard print using a range of markmaking techniques			
Unit 3 Printmaking Fruits	Use collage techniques to make a selection of printing surfaces			
	Use printing inks to print			
	Experiment with colour mixing and printing techniques			

Half Term
Week 24
11th Feb – 15th Feb

Week 25 18 th Feb – 22 nd Feb	Become familiar with the life and works of artist Van Gogh	In this unit students will learn key facts about Vincent Van Gogh. Students view and analyze the painting 'The Starry Night,' then apply his techniques in their own work using a combination of oil	Paper Oil pastels Pencils, erasers Image of Van Gogh's "Starry Night"	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment –
Week 26 25 th Feb – 1 st Mar	Identify lines and shapes			

<p>Week 27 4th Mar – 8th Mar</p> <p>Week 28 11th Mar – 15th Mar</p> <p>Week 29 18th – 22nd Mar</p> <p>Unit 4 Van Gogh Starry Night</p>	<p>within “Starry Night”</p> <p>Analyze <i>The Starry Night</i></p> <p>Demonstrate short stroke technique</p> <p>Use oil pastels to re-create “Starry Night”</p> <p>Apply colour using Batik inks</p>	<p>pastels and batik inks.</p>	<p>Batik paints</p> <p>Powerpoint presentation</p>	<p>formative</p> <p>Final Evaluation (self-assessment)</p>
<p>Spring Break</p> <p>Week 30, 31</p> <p>25th Mar – 7th Apr</p>				
<p>Term 3</p>				
<p>Week 32 8th Apr – 12th Apr</p> <p>Week 33 15th Apr – 19th Apr</p> <p>Unit 4 (to be continued) Van Gogh Starry Night</p>	<p>Become familiar with the life and works of artist Van Gogh</p> <p>Identify lines and shapes within “Starry Night”</p> <p>Analyze <i>The Starry Night</i></p> <p>Demonstrate short stroke technique</p> <p>Use oil pastels to re-create “Starry Night”</p> <p>Apply colour using Batik inks</p>	<p>In this unit students will learn key facts about Vincent Van Gogh. Students view and analyze the painting 'The Starry Night,' then apply his techniques in their own work using a combination of oil pastels and batik inks.</p>	<p>Paper</p> <p>Oil pastels</p> <p>Pencils, erasers</p> <p>Image of Van Gogh’s “Starry Night”</p> <p>Batik paints</p> <p>Powerpoint presentation</p>	<p>Observation</p> <p>Questions and answers</p> <p>One to one Assessment</p> <p>Peer assessment</p> <p>Teacher assessment – formative</p> <p>Final Evaluation (self-assessment)</p>
<p>Week 34 22nd Apr – 26th Apr</p> <p>Week 35 29th Apr – 3rd May</p> <p>Week 36 6th May – 10th May</p> <p>Week 37 13th May – 17th May</p> <p>Week 38 20th May – 24th May</p> <p>Week 39 27th May – 31st May</p> <p>Week 40 3rd Jun – 7^h Jun</p> <p>Week 41 10th Jun – 14th Jun</p> <p>Unit 5</p>	<p>Recognize abstract portraits</p> <p>Explain the difference between a portrait and a self portrait</p> <p>Learn key facts about the life of artist Pablo Picasso</p> <p>Identify two main features of Picasso’s work</p> <p>Draw and paint an abstract portrait in Picasso’s style</p> <p>Create an abstract portrait using clay.</p>	<p>In this unit students will learn about key facts about Picasso. They will select stylized features of the face to create an abstract portrait such as the nose and mouth in the style of the artist. Students will paint their face with watercolours and draw detailed patterns using markers.</p> <p>Students to experiment with a range of coiling, flattening and rolling methods to create an abstract portrait.</p>	<p>PowerPoint</p> <p>Images of artist’s work</p> <p>Project example</p> <p>Drawing paper</p> <p>Pencils</p> <p>Erasers</p> <p>Brushes</p> <p>Water containers</p> <p>Tissue</p> <p>Paints</p> <p>Markers</p>	<p>Observation</p> <p>Questions and answers</p> <p>One to one Assessment</p> <p>Peer assessment</p> <p>Teacher assessment – formative</p> <p>Final Evaluation (self-assessment)</p>

Picasso Portraits				
<p>Week 42 17th Jun – 21st Jun</p> <p>Week 43 24th Jun – 28th Jun</p> <p>Week 44 1st July – 5th July</p> <p>Extension Unit Completing unfinished projects, making art folders and distribution of student work</p>	<p>Create art folders Organize work into folders Decorate folders</p>	<p>Students will appreciate and re-cap the work they have done during the year. They will have the opportunity to add finishing touches to their work and/or complete any unfinished work and take their artwork home.</p>	<p>Folders Markers Colour pencils</p>	<p>N/A</p>