Year 2: Art& Design Key artists linked to History Topic.

Autumn Term: The Gunpowder Plot (British)

'The Execution of the Conspirators in the Gunpowder Plot' (Guy Fawkes)

by Claes Jansz Visscher



Within the Autumn Term Year 2 will study the observational artist Claes Jansz Visscher, who depicts the conspiracy of the Gunpowder plot. This is unusual of the Baraque era as normally artist would express embellishment, wealth and power. Claes Jansz Visscher was one of the first to depict the countryside in which he lived as he saw it, without embellishment. The execution depicted shows the punishment of the eight surviving conspirators of the Gunpowder Plot in 1605. The aim of the plot was the blowing up of the Houses of Parliament, a plan devised by Robert Catesby and several other Roman Catholics of rank. Guy Fawkes was detected preparing the explosives under the House of Lords and arrested.

Intent: Year 2 will build upon the study of line in Year 1 (Lowry) and introduce the importance of tone when using **pencils and graphite. The children will understand the difference within a range of pencils and their ability to create tone. (HB to 6B)** Why? Tone is used to create life within a piece of art and a 3-dimension effect. Year 2 will use the style of Visscher and create a black and white drawing to record their own interpretation and observations of the happenings of the gunpowder plot.

Key Concepts: **Texture, Interpretation** Justice, Rule of Law,

NC: To develop a wide range of art and design techniques in using **line and texture.** To develop techniques used to create **tone.**

EC: The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
Impact: The children should recognise the signature style of Visscher in comparison to Lowry and Andy Warhol. Away from embellishment, the children can use a range of pencils and graphite and explore creating tone within a drawing of the gunpowder plot, All children should be encourage to create a unique and individual piece of art. .

Year 2: Art& Design Key artists linked to History Topic.

Spring Term: Clarice Cliff (1899-1972) (Local Tunstall ceramists)











Year 2: Art& Design Key artists linked to History Topic.

Clarice Cliff is, today, regarded as one of the most influential ceramics artists of the 20th Century and her work is collected, valued and admired the world over. She was born on January 20th 1899 in Tunstall, Stoke-on-Trent and started work at the age of 13 in 'The Potteries'.

It was here that she starting creating her own patterns and the famous 'Bizarre' wares were launched in 1927.

Intent: Within Year 1 the children were exposed to the classic, regal, elegant design of Wedgewood. Building upon their prior ceramicist knowledge, the children in Year 2 will study the creative and alternative style of Clarice Cliff. Her colourful, hand painted and unique style was admired to be the most influential ceramics of the 20th century. The children will explore **sculpture and shape** when creating a piece influenced by the artist. The children will then gain a wealth of hand painted techniques when adding an **'art deco'** style to their clay created design.

Key Concepts: **Shape and Form,** Expression

NC: To use a range of materials to creatively design and make products.

M: To use clay as a material to manipulate different shapes and forms.

EC: The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

The Clarice Cliff story was one of the most comprehensive works ever published on the Potteries first ever female Art Director and pottery designer who had brought a new and powerful art concept – 'Bizarre ware' - to the public's attention in the 1930's.

Impact: By the end of this unit, the Year 2 children should have expanded their skills when working with clay since Year 1. They should have recognised a contrast of design styles between Wedgewood and Clarice Cliff 'bizarre' wares. The children will be able to apply their pattern and colour knowledge from their Warhol learning when painting on their art deco style using a range of **glazes**. The children will be aware of health and safety when using clay as well as the importance of using



You will need:

Clay to be ordered from Pott clays.

See JA

A range of glazes to be ordered from Pott Clays. See JA

Clean clay tools

Art Deco designs laminated for reference.

Paintbrushes for glazes.

Examples of shaped ceramics to aid as a visual.

Year 2: Art& Design Key artists linked to History Topic.

Summer Term: The Great Fire of London





(Line, Colour, tone and shape to portray movement and emotion)

Peter Paul Rubens: 1577-1640

His unique and immensely popular Baroque style emphasized movement, colour, and sensuality, Rubens specialized in making altarpieces, portraits, landscapes, and history paintings of mythological and allegorical subjects. He is considered the most influential artist of Flemish Baroque tradition. Rubens's highly charged compositions reference erudite aspects of classical and Christian history.

Year 2 to notice Depiction of emotion. Dismay, trauma,

Baroque is a style of painting that uses embellished motion and clear, easily understood feature to create drama, tension, enthusiasm, and splendour from sculpture, painting, literature, and music. The baroque style started around 1600 in Rome, Italy and spread to most of Europe.



Ruben's famous piece: The Hippopotamus and crocodile hunt

Year 2: Art& Design Key artists linked to History Topic.



The Great Fire of London destroyed 13,200 houses, 87 parish churches, St Paul's Cathedral, and most of the buildings of the City authorities. It is estimated to have destroyed the homes of 70,000 of the city's 80,000 inhabitants

Intent: Within this unit of work the children will learn of the terror of 1666 in which 'The Great fire of London' caused. The children will have thought about how the inhabitants would have felt losing their homes and loved ones. Within Art and Design, the children will observe how the Baroque style used emotion and movement to depict this era. The children will then portray their own imagination of 'the great fire' in the style of the Barque movement communicating movement and rich emotion. The children will recall their use of tone in the Visscher black and white pencil drawings, however when working in the Baroque style the children will be encouraged to use a paintbrush and colour to create tone. How? Using tones and tints of white and black mixed to their chosen colour to create depth of their painting. The children will use a range of brush strokes to create movement within their painting, The pieces created should all be individual and portray their own learning of the Great fire of London.

Key Concept: **Tone, interpretation,** Love, loss, tragedy and movement.

NC: To use drawing techniques exploring line, colour, tone and shape to share imagination.

Milestone: To use drawing techniques exploring line, colour, tone and shape to share imagination.

EC: The ability to explore and invent marks, develop and deconstruct, communicate perceptively and powerfully through purposeful drawing.

Impact: By the end of this unit the children in Year 2 will have used their prior learning of the artist 'Visscher' and how he used line and tone to document a time in history. The children will of have chance to compare this to another 'Baroque' artist but now using colour and paint to communicate the typical Baroque style of emotive figures to create movement and expression in his paintings. The children will have created their own imaginative painting of 'The Great Fire of London' through the eyes of the Baroque artist 'Peter Paul Rubens'.