

Art & Design 2023-2024

Year 2

Term 1

Drawing: Tell a Story

Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.

Vocab	Knowledge	Outcomes
blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin	Formal elements: Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Making skills: How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. how to use different materials and marks to replicate texture. How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. How to use marks and lines to show expression on faces. How to make a concertina book. How to use drawing to tell a story. How to use charcoal to avoid snapping and to achieve different types of lines. How to use drawing pens. Knowledge of artists:	Pupils who are secure will be able to: <ul style="list-style-type: none"> • Suggest ways to draw a word through marks. • Use relevant language to describe how an object feels. • Suggest ways to create different textures through drawn marks. • Freely experiment with different tools, receiving encouragement when needed. • Describe and then draw shapes that make up an object. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different textures.

	<p>Illustrators use drawn lines to show how characters feel.</p> <p>Evaluating and analysing: People use art to tell stories. People make art for fun. People make art to help others understand something.</p>	<ul style="list-style-type: none"> • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Develop sketches into a character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Recount a story and select key events to draw. • Create scenes from their own imagination, with some support.
Term 2		
<p>Painting & Mixed Media - Life in Colour - Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>		
<p>Sculpture & 3D - Clay Houses - Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>		
Vocab	Knowledge	Outcomes
collage detail mixing overlap primary colour	Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours	Pupils who are secure will be able to: <ul style="list-style-type: none"> • Name the primary and secondary colours.

secondary colour
surface
texture

Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form: That 'composition' means how things are arranged on the page.

Shape: Collage materials can be shaped to represent shapes in an image.

Pattern: Patterns can be used to add detail to an artwork.

Texture: Collage materials can be chosen to represent real-life textures.

Texture: Collage materials can be overlapped and overlaid to add texture.

Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Texture: Painting tools can create varied textures in paint.

Tone: Different amounts of paint and water can be used to mix hues of secondary colours

Making skills:

How to mix a variety of shades of a secondary colour.

- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

	<p>How to make choices about amounts of paint to use when mixing a particular colour.</p> <p>How to match colours seen around them.</p> <p>How to create texture using different painting tools.</p> <p>How to make textured paper to use in a collage.</p> <p>How to choose and shape collage materials eg cutting, tearing.</p> <p>How to compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>How to add painted detail to a collage to enhance/improve it.</p> <p>Knowledge of artists:</p> <p>Some artists create art to make people aware of good and bad things happening in the world around them.</p> <p>Art can be figurative or abstract.</p> <p>Artists try out different combinations of collage materials to create the effect they want.</p> <p>Evaluating and analysing:</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p>	
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	<p>People make art to share their feelings. People make art to help others understand something.</p>	
<p>Clay houses casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot</p>	<p>Formal elements: Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes. Making skills: How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay.</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

	<p>How to use clay tools to score clay.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p>	
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Term 3

Craft & Design - Map it out

Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.

Vocab	Knowledge	Outcomes
abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular.</p> <p>Making skills: How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt.</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Sort map images into groups, explaining their choices. • Draw a map of their journey to school, including key landmarks and different types of mark-making. • Follow instructions to make a piece of felt that holds together and resembles their map.

<p>mosaic overlap pattern shape stained glass texture viewfinder</p>	<p>How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p>	<ul style="list-style-type: none"> • Decide how to place 'jigsaw' pieces to create an abstract composition. • Make choices about which details from their map to include in a stained glass. • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery.
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	<p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>	
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