**Art in Year 2**

Topics: Drawing/Mark Making (Term 1 & 2), Painting (Terms 3 & 4), Clay Sculptures (Term 5), Printing (Term 6)

**Terms 1 & 2: Drawing**

**National Curriculum Objectives:**

* Pupils should be taught:
* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Substantive Knowledge:**

* Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others
* Try out different activities and make sensible choices about what to do next
* Create original – knowledge informed – outcomes.

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Reflect upon the artist’s work and share your response verbally (“I liked…”)
* Understand that artists take their inspiration from around them, collecting and transforming
* Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
* Generating ideas:
* Deliberately choose to use particular techniques
* Develop and exercise some care and control over the range of materials used – for instance, they do not just accept the first mark but seek to refine and improve.
* Creating:
* Create with a variety of materials to make an outcome which responds to a loose brief
* Drawing:
* Use and layer a variety of media – pencils, rubbers, crayons, pastels, charcoal, chalk
* Experiment with line, shape, pattern and colour
* Observe and draw landscapes, patterns and anatomy

**Assessment Questions:**

* Can pupils use a range of techniques to layer their drawings – eg: mark making, pointillism, simple hatching?
* Are pupils able to develop and refine their work to make it their best?
* Can pupils choose the most effective techniques?

**Art in Year 2**

Topics: Drawing/Mark Making (Term 1 & 2), Painting (Terms 3 & 4), Clay Sculptures (Term 5), Printing (Term 6)

**Terms 3 & 4: Painting**

**National Curriculum Objectives:**

* Pupils should be taught:
* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Substantive Knowledge:**

* Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others
* Try out different activities and make sensible choices about what to do next
* Create original – knowledge informed – outcomes.

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Reflect upon the artist’s work and share your response verbally (“I liked…”)
* Understand that artists take their inspiration from around them, collecting and transforming
* Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
* Generating ideas:
* Deliberately choose to use particular techniques
* Develop and exercise some care and control over the range of materials used – for instance, they do not just accept the first mark but seek to refine and improve.
* Creating:
* Create with a variety of materials to make an outcome which responds to a loose brief
* Painting:
* Use different paint, brush sizes and shapes
* Experiment with tools and techniques – eg: layering, scraping through, sponging
* Name colours, mix and match colours to objects
* Begin to experiment with adding black and white to create tints
* Begin to work on different scales – representing time, seasons, places and moods using colour and painting techniques

**Assessment Questions:**

* Are pupils able to use different paints, brushes and brush sizes effectively?
* Do pupils take care over their work and make deliberate choices?
* Are pupils able to mix colours to create those they want to use?
* Are pupils able to choose colours to reflect the mood of the work?

**Art in Year 2**

Topics: Drawing/Mark Making (Term 1 & 2), Painting (Terms 3 & 4), Clay Sculptures (Term 5), Printing (Term 6)

**Terms 5: Clay Sculptures – Dinosaur Eyes**

**National Curriculum Objectives:**

* Pupils should be taught:
* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Substantive Knowledge:**

* Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others
* Try out different activities and make sensible choices about what to do next
* Create original – knowledge informed – outcomes.

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Reflect upon the artist’s work and share your response verbally (“I liked…”)
* Understand that artists take their inspiration from around them, collecting and transforming
* Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
* Generating ideas:
* Deliberately choose to use particular techniques
* Develop and exercise some care and control over the range of materials used – for instance, they do not just accept the first mark but seek to refine and improve.
* Creating:
* Create with a variety of materials to make an outcome which responds to a loose brief
* 3D Form (Clay):
* Manipulate and explore the shape and form of clay using basic techniques (rolling, kneading, shaping in hands) to construct a simple form (a dragon’s eye).

**Assessment Questions:**

* Are pupils able to manipulate the clay in a variety of ways – eg: rolling, kneading, shaping?
* Can pupils create a simple pencil design and use this as a basis for their work?
* Are pupils able to name some of the tools and processes used?
* Can pupils refine their work until they are happy with it?

**Art in Year 2**

Topics: Drawing/Mark Making (Term 1 & 2), Painting (Terms 3 & 4), Clay Sculptures (Term 5), Printing (Term 6)

**Term 6: Printing – Dinosaur eyes**

**National Curriculum Objectives:**

* Pupils should be taught:
* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Substantive Knowledge:**

* Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others
* Try out different activities and make sensible choices about what to do next
* Create original – knowledge informed – outcomes.

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Reflect upon the artist’s work and share your response verbally (“I liked…”)
* Understand that artists take their inspiration from around them, collecting and transforming
* Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
* Generating ideas:
* Deliberately choose to use particular techniques
* Develop and exercise some care and control over the range of materials used – for instance, they do not just accept the first mark but seek to refine and improve.
* Creating:
* Create with a variety of materials to make an outcome which responds to a loose brief
* Printing:
* Experiment with printing techniques – eg: block, relief, rubbings, carbon printing
* Design and build repeated patterns
* Experiment with two colours of printing inks

**Assessment Questions:**

* Can pupils use a variety of previously learned printing techniques confidently – eg: relief from objects, string printing?
* Are pupils able to transfer a paper design to the polystyrene print block?
* Do pupils take care to carve their block neatly?
* Can pupils create a range of patterns using their print block?