



# Art Year 2 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

## The Big Picture

Children will have lots of opportunities to draw across the curriculum, not just within their art lessons. They will begin to show greater skills and control when using the formal elements to draw, using simple forms and geometric shapes to create forms. They will know and explore controlling the pressure of different drawing materials, such as different graded pencils, to create lighter and darker tones and marks. Children will explore shading, learning to shade without spaces or gaps, drawing with more details, texture and pattern. They will develop an understanding of how to use drawing equipment correctly and their different outcomes. They will continue to develop their own style, and this will improve and change as they experiment more.

They will study famous artists and will show an understanding of how and when they were made. Children will be encouraged to describe what they can see, as well the emotions conveyed in the artwork.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will have the opportunity to develop their ideas using a variety of different media and will use annotation and notes to show how their ideas have progressed and they changed they have made.

## What do we already know? What can we already do?

- Use and experiment with a range of drawing tools e.g., pens, pencils, chalk
- Drawing on different surfaces
- Draw different thicknesses of lines and shapes
- Have control when drawing
- Understanding of concepts of light and dark
- Communicate something about themselves in their drawings
- Create moods in their drawings
- Knowing a variety of artists
- Knowing what an artist is
- Articulate what they have learnt/ created

## Year 2 Art- Drawing

### NC objectives – Key Stage 1

#### 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
- To know 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.

### Specific unit objectives

#### Drawing

- To show greater skills and control when using the formal elements to draw e.g. using simple lines and geometric shapes to create forms.
- To know and explore controlling the pressure of drawing materials to create lighter and darker tones and marks.
- To explore shading, shading areas without spaces or gaps.
- To learn to use different pencils correctly, including hard and soft, as well as crayons, felt-tips, charcoal, chalk, inks and other materials.
- To develop a sense of what they like to drawing and learn to improve their style from a range of sources including observation and secondary sources.

#### Sketchbook- (objectives to cover all year)

- To know and understand that the way each persons' sketchbook looks is unique to them.
- To demonstrate their ideas using a variety of different media.
- To use annotation to show how their ideas have progressed.
- To make notes to show what changes they have made.

#### Knowledge- (objectives to cover all year)

- To study famous works of art (artists), learning how and when they were made.
- To describe what they can see, as well as the emotions conveyed from the art.

#### Reflection- (objectives to cover all year)

- To verbally describe their thoughts, ideas and intensions confidently.
- To discuss how they could improve their work.
- To offer advice to others understanding that all artists do this.

### Key vocabulary and understanding for concept connectors

Drawing: line, shapes, control, pressure, light, dark, tones, shading, observation, skill, materials, marks, hard, soft, style, annotation, notes.

### Sticky Knowledge

- Shading improves a drawing by creating a 3D effect.
- Different pressures made with a pencil creates different effects.
- A sketchbook is unique to the person who owns it.
- Annotations and notes within a sketchbook show how ideas have progressed and changes have been made.

### Key Questions

- Can they use different grades of pencils of in their drawings?
- Can they control the pressure of their drawing tools to create lighter and darker tones?
- Can they shade areas without spaces of gaps?
- Can they use different pencils correctly?
- Can they discuss what they might improve about their art?
- Can they set out their ideas, using annotation in their sketchbooks?
- Do they keep notes in their sketchbook as to how they have changed their work?

### Key Artists

Giacomo Balla, Leuigi Russolo. William Morris, Julie Perrot



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Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

## The Big Picture

Children will be given the opportunity to explore and identify different paintbrushes and painting equipment, knowing a range of ways to apply paint. They will continue to develop their brush control developed from EYFS and Year 1, learning to use different types of paint and painting surfaces with control. They will continue to paint on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. They will learn to use different techniques to create techniques such as stippling, dripping, pouring etc. to paint expressively. Children will continue to explore the primary colours and will create finer variations of secondary colours, building on their painting knowledge and skills from Year 1.

They will study famous artists and will show an understanding of how and when they were made. Children will be encouraged to describe what they can see, as well the emotions conveyed in the artwork.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will have the opportunity to develop their ideas using a variety of different media and will use annotation and notes to show how their ideas have progressed and they changed they have made.

## What do we already know? What can we already do?

- Know different types of paint
- Know different types of painting surfaces and experiment on these
- Naming the primary colours and aware of secondary colours
- Skill of colour mixing
- Select the most appropriate brush for the intended task
- Understanding and knowing how to show light and dark tones
- Work using own imagination and interests/ ideas
- Knowing a variety of artist
- Knowing what an artist is
- Articulate what they have learnt/ created

### Year 2 Art- Painting

## NC objectives – Key Stage 1

### 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
- To know 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.

## Key Questions

- Can they mix paints to create the secondary colours?
- Can they name different method of applying paint?
- Can they mix and measure paint needed and apply it sensitively and with control?
- Can they discuss what they might improve about their art?
- Can they set out their ideas, using annotation in their sketchbooks?
- Do they keep notes in their sketchbook as to how they have changed their work?

## Specific unit objectives

### Painting

- To identify different paintbrushes and painting equipment, as well as knowing different methods of applying paint.
- To develop brush control, learning to use different types of paint and painting surfaces with confidence.
- To know how to measure and mix the paint needed and apply paint sensitively and with control.
- To paint on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces.
- To learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.
- To know how to use primary colours to mix and make finer variations of secondary colours.

### Sketchbook- (objectives to cover all year)

- To know and understand that the way each persons' sketchbook looks is unique to them.
- To demonstrate their ideas using a variety of different media.
- To use annotation to show how their ideas have progressed.
- To make notes to show what changes they have made.

### Knowledge- (objectives to cover all year)

- To study famous works of art (artists), learning how and when they were made.
- To describe what they can see, as well as the emotions conveyed from the art.

### Reflection- (objectives to cover all year)

- To verbally describe their thoughts, ideas and intensions confidently.
- To discuss how they could improve their work.
- To offer advice to others understanding that all artists do this.

## Key vocabulary and understanding for concept connectors

Painting: paint brushes, paint, control, surface, measure, effects, primary, secondary, light, dark, sensitively, 2D, spattering, stippling, dripping, pouring.

## Sticky Knowledge

- The 3 secondary colours are purple, orange, and green.
- Spattering, stippling, dripping and pouring are all different painting techniques.
- Cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces are all 2D surfaces that can be painted on.

## Key Artists

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# Art Year 2 Curriculum Overview

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## The Big Picture

Children will develop their understanding, knowledge and skills around Printing, building upon the skills taught in EYFS. They will understand that prints are made by transferring one image from one surface to another and will experiment with a growing range of objects to begin with. They will move on to creating their own relief printing block and will experiment with this to make their own prints on both paper and textile. They will be encouraged to create repeating patterns full of colour.

They will study famous artists and will show an understanding of how and when they were made. Children will be encouraged to describe what they can see, as well the emotions conveyed in the artwork.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will have the opportunity to develop their ideas using a variety of different media and will use annotation and notes to show how their ideas have progressed and they changed they have made.

## What do we already know? What can we already do?

- Create a print using different objects from around the classroom
- Printing into paint using their hands/ feet
- Using stamps to print numbers / letters
- Printing onto different 2D surfaces
- Work using own imagination and interests/ ideas
- Knowing a variety of artist
- Knowing what an artist is
- Articulate what they have learnt/ created

### Year 2 Art- Printing

## NC objectives – Key Stage 1

### 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
- To know 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.

## Specific unit objectives

### Printing

- To understand that prints are made by transferring one image from one surface to another.
- To experiment with a growing range of objects.
- To design their own relief printing block and experiment with this to make prints (adding string shapes or pieces of wood to corrugated cardboard).
- To explore how to print onto paper.
- To create repeating patterns through printing.

### Sketchbook- (objectives to cover all year)

- To know and understand that the way each persons' sketchbook looks is unique to them.
- To demonstrate their ideas using a variety of different media.
- To use annotation to show how their ideas have progressed.
- To make notes to show what changes they have made.

### Knowledge- (objectives to cover all year)

- To study famous works of art (artists), learning how and when they were made.
- To describe what they can see, as well as the emotions conveyed from the art.

### Reflection- (objectives to cover all year)

- To verbally describe their thoughts, ideas and intensions confidently.
- To discuss how they could improve their work.
- To offer advice to others understanding that all artists do this.

## Key vocabulary and understanding for concept connectors

Printing: experiment, objects, relief printing, combine, prints, printing, transferring, image, surface, block, repeating pattern.

### Sticky Knowledge

- A print involves transferring an image from one surface to another.
- Relief prints are made when we print from raised images.
- A repeating pattern is when they same term repeat over and over.

## Key Questions

- Can they print onto paper and textile?
- Can they design their own printing block?
- Can they create a repeating pattern?
- Can they explain what a print is?
- Can they discuss what they might improve about their art?
- Can they set out their ideas, using annotation in their sketchbooks?
- Do they keep notes in their sketchbook as to how they have changed their work?

## Key Artists

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## The Big Picture

Children will continue to build on their skills and knowledge around sculpture from EYFS. They will continue to explore clay, dough, plasticine, wire, found and natural objects to create forms and will learn new techniques. They will have the chance to make array of 3D shapes, fit for purpose and the opportunity to experiment with different forms. They will learn how to modify and correct things with greater skills and confidence. They will be taught about the importance of making a plan, deciding which tasks need to be done first.

They will study famous artists and will show an understanding of how and when they were made. Children will be encouraged to describe what they can see, as well the emotions conveyed in the artwork.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will have the opportunity to develop their ideas using a variety of different media and will use annotation and notes to show how their ideas have progressed and they changed they have made.

## What do we already know? What can we already do?

- Create masterpieces in the junk modelling area
- Manipulate paper and card to create art work
- Fasten objects together using string, hole punches, glue and tape
- Create construction pieces of art
- Work using own imagination and interests/ ideas
- Knowing a variety of artist
- Knowing what an artist is
- Articulate what they have learnt/ created

### Year 2 Art- Sculpture

## NC objectives – Key Stage 1

### 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
- To know 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.

## Specific unit objectives

### Sculpture

- To cut, form, tear, join and shape (roll, pinch, knead) a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms.
- To begin to modify their work.
- To make simple plans for making, deciding which tasks need to be done first.
- To begin to add line and shape to their work.

### Sketchbook- (objectives to cover all year)

- To know and understand that the way each persons' sketchbook looks is unique to them.
- To demonstrate their ideas using a variety of different media.
- To use annotation to show how their ideas have progressed.
- To make notes to show what changes they have made.

### Knowledge- (objectives to cover all year)

- To study famous works of art (artists), learning how and when they were made.
- To describe what they can see, as well as the emotions conveyed from the art.

### Reflection- (objectives to cover all year)

- To verbally describe their thoughts, ideas and intensions confidently.
- To discuss how they could improve their work.
- To offer advice to others understanding that all artists do this.

## Key vocabulary and understanding for concept connectors

Sculpture: cut, form, tear, shape, roll, pinch, knead, materials, modify, plans, line, shape, decoration, surface, patterns, finishing,

## Sticky Knowledge

- Materials can be cut, teared, and shaped to create 3D forms.
- It is always best to make a simple plan to decide on which tasks need to be done first when creating 3D forms.

## Key Questions

- Can they cut, form, tear and shape a range of materials to create forms?
- Can they modify their work?
- Can they make simple plans for making deciding what needs to be done first?
- Can they add line and shape to their work?
- Can they discuss what they might improve about their art?
- Can they set out their ideas, using annotation in their sketchbooks?
- Do they keep notes in their sketchbook as to how they have changed their work?

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