

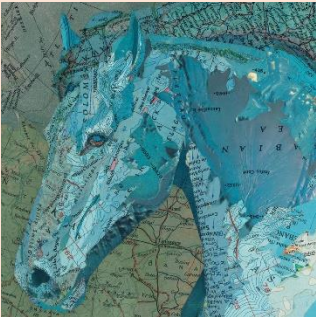
Bream C of E Primary School

Helping all children to become caring, confident and curious young people

‘Be the best you can be; together we grow from acorns to oaks flourishing in God’s love’

Art & Design Curriculum Skills Progression Document Year 2

Year 2

Year 2	Self-Portrait - Vincent van Gogh Expressionism 	Local Link Mary Rose Young Ceramics 	
	Drawing Tell a story 	Sculpture and 3D Clay houses Ranti Bam 	Craft and design Map it out Matthew Cusick 
	Painting and mixed media Life in colour Romare Bearden 1911-1988 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, e.g. the seaside.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can be geometric if they have mostly straight lines and angles. Patterns can be made using shapes.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 2	
Drawing Tell a story Pupils know how to:	• Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens. <u>Pupils Know</u> • 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.
Technical Vocabulary	charcoal, cross hatching, scribbling, concertina, expression, stippling, Illustration, Illustrator
Learning Objectives	1. Charcoal mark making 2. Creating texture 3. My toy story 4. Creating characters 5. Tell a story

Painting & Mixed Media Life in Colour Pupils know how to:	• Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials e.g. cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
Technical Vocabulary	collage, composition, detail, mix, overlap, primary colour, secondary colour, shade, surface, texture
Learning Objectives	1. Colour magic 2. Texture hunt 3. Making textures 4. Collage creation 5. Developing detail

Sculpture & 3-D Clay houses Pupils know how to:	• Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay.
Technical Vocabulary	clay, clay slip, pinch pot, relief, score, surface
Learning Objectives	1. Exploring clay 2. Pinch pots 3. Applying skills in clay 4. Designing a tile 5. House tiles

Craft & Design Map it out Pupils know how to:	• Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.
Technical Vocabulary	abstract, composition, felt, fibre, ink, printing tile, printing roller, negative print, stained glass
Learning Objectives	1. Creative journey 2. Making felt 3. Abstract maps 4. Print possibilities 5. Gallery experience

Meanings	Interpretations	Materials and processes	Themes
Some artists create art to make people aware of good and bad things happening in the world around them. Life in colour (Romare Bearden)	• Art can be figurative or abstract. Map it out (Eduardo Paolozzi) Paper play (Tree of life concept; Nature)	• Illustrators use drawn lines to show how characters feel. Tell a story (Quentin Blake) • Artists try out different combinations of collage materials to create the effect they want. Life in colour (Romare Bearden) • Artists can use the same material (felt) to make 2D or 3D artworks. Map it out (Kim Soon-Im, Maggie Scott) • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. Map it out (Eduardo Paolozzi)	Identity (Life in colour) Stories (Tell a story)

Evaluating and analysing Year 2	What is art?	Why do people make art?	How do people talk about art?
Pupils know:		• 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. Life in colour, Clay houses, Map it out • People make art for fun. • People make art to decorate a space. Map it out • People make art to help others understand something. Tell a story	Pupils can: • Compare their work to another artwork. • Make links between artworks. • Talk about how art is made.

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Vincent van Gogh Quentin Blake	Romare Bearden	Ranti Bam Rachel Whiteread	Susan Stockwell Kim Soon Im Josef Albers Eduardo Paolozzi Matthew Cussick

Year 2		National curriculum Pupils should be taught:	
Generat- ing ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	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 use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Sketch- books	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
Making skills (including Formal elements)	Further demonstrate increased control with a greater range of media.		
	Make choices about which materials and techniques to use to create an effect.		
Know- ledge of artists	Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.		
	Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.		
Evaluat- ing and analys- ing	Talk about art they have seen using some appropriate subject vocabulary.		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.
	Be able to make links between pieces of art.		
	Explain their ideas and opinions about their own and other's art work, giving reasons.		
	Begin to talk about how they could improve their own work.		

Resources and Equipment **Year 2**

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Charcoal ☐ Buff coloured paper A3 or A4 ☐ White chalk ☐ Small tactile objects ☐ Pillow case, bag or cloths ☐ A range of sketching pencils ☐ Pastels (Oil and soft) ☐ Soft toy (Teacher 's own and children to supply from home or use from school) ☐ A variety of textured paper (such as: wallpapers, card and tissue paper) ☐ A4 cardboard viewfinders	☐ Ready-mix paint ☐ A range of materials for collage (such as: coloured paper, tin-foil, cellophane, tissue, crepe paper, scraps of fabric and colourful magazine pages) ☐ Magnifying glasses (optional) ☐ Painting tools (such as: brushes, sponges, cotton buds, bits of card, foil and forks) ☐ A3 or larger thick paper or card ☐ Drawing materials: crayons, chalks or pastels	☐ Clay - see Teacher support document for further guidance ☐ Boards for working on with clay ☐ Rolling pins ☐ A range of modelling tools for use with clay ☐ Wire loop tools for cutting and shaping clay (optional) ☐ A range of everyday objects that can be pressed into the clay	☐ Wool roving (also called 'wool tops') in white - 10g per pair of children ☐ Wool roving in a mixture of colours - approx. 5g per pair of children ☐ Bubble wrap - 4m of a metre-width roll ☐ Tea towels, one per pair of children ☐ Two bars of soap ☐ Clean, empty milk containers or similar for pouring water ☐ 30 poly-pockets, acetate sheets or similar transparent material ☐ Coloured cellophane OR coloured tissue paper ☐ Black sugar paper (optional) ☐ Polystyrene sheets suitable for printing ☐ Printing ink (optional - ready-mix paint works too) ☐ Roller and trays for printing

Kapow
Primary

Teacher guidance: Working with clay



What type of clay should I use?

Choosing the type of clay to use will have an impact on the cost and the practicalities of this unit of work. There are benefits to both and you will need to choose what works best for your children and school setting. Whichever clay you choose, read and follow the safety instructions and explain to the children how to handle it safely.

Standard clay



Standard clay would traditionally be fired in a kiln to make it durable. In school, standard clay can just be dried at room temperature rather than fired. Although it won't be as strong as fired clay, it will be suitable for most primary school projects if you choose a medium-grogged hand-building clay. 'Grogged' just means a clay mix that contains particles that make it stronger and less prone to cracking. Standard clay can actually be easier for children to manipulate and it can be softened to make it more workable. It can also be re-used many times as long as it is stored in an airtight container. This clay can be painted quite successfully once dry.

Air-drying clay

Air-dry clay is very convenient if you know that each child will be keeping every piece they make during lessons. It typically dries out faster than standard clay, so needs to be stored for less time while it dries. It is easy to paint a finished piece. It can be trickier to work with as the surfaces dry quickly and it can be more expensive.

Equipment for working with clay

Successful clay work with children doesn't require lots of specialist equipment. The tables will need to be protected with a tablecloth of some sort and each child will need a modelling board to work on. You can just work directly on top of wipe-down tablecloths, but using a board makes it easier to move finished work to be dried at the end of a lesson.

A wide variety of plastic and wooden tools are available from educational suppliers. An ideal selection would include rolling pins and modelling tools with different cutting and shaping surfaces. 'Loop tools' are useful for removing smaller areas of clay.

