

St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 2

Term: Autumn



Unit: Map it out- craft and design



| Vocabulary | Knowledge | Understanding | Skills |
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| | Children will know (that) | Children will understand (that) | Children will be able to |
| <p>imaginary, inspired, landmarks</p> <p>pattern- a design in which shapes, colours or lines are repeated.</p> <p>shape-the form of something made by a line around the edge stained glass</p> <p>felt- a material made by layering fibres in different directions then squashing them together</p> <p>fibre- threads of wool</p> <p>wool roving- the long, fluffy rope that is the final step before hand spinning or felting</p> | <p>Form- That 'composition' means how things are arranged on the page.</p> <p>Shape- Shapes can be organic (natural) and irregular.</p> <p>The different features of maps as artworks.</p> <p>How to create maps in a chosen style and medium.</p> <p>The process of how to make felt.</p> <p>The process of printing onto a tile.</p> <p>Art can be figurative or abstract.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> | <p>How to draw a map to illustrate a journey.</p> <p>Felting techniques.</p> <p>How to choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>How to overlap cellophane/tissue to create new colours.</p> <p>How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>How print onto a roller using paint and a roller.</p> | <p>Generating ideas Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills Draw a map to illustrate a journey.</p> <p>Separate wool fibres ready to make felt.</p> <p>Lay wool fibres in opposite directions to make felt.</p> <p>Roll and squeeze the felt to make the fibres stick together.</p> |

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| <p>abstract- art where the subject doesn't necessarily look like it does in real life</p> <p>composition- putting different elements together in a pleasing way</p> <p>mosaic- a picture or pattern made with small pieces of coloured stone or glass</p> <p>overlap, texture</p> <p>negative print- ink will show the background of the tile rather than the drawn lines</p> <p>curator- someone who organises and looks after collections in museums and galleries</p> <p>design</p> <p>design brief- a set of instructions for a project</p> <p>evaluate</p> <p>gallery</p> | <p>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to explore an idea in different ways.</p> <p>People make art for fun.</p> | <p>How to try out a variety of ideas for adapting prints into 2D or 3D artworks</p> <p>How artwork can be displayed and enjoyed by others.</p> | <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller ready to print evenly onto a transfer image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p>Knowledge of artists Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing Explain their ideas and opinions about their own and others' artwork, beginning to recognise the</p> |
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| | | | <p>stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p> |
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St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 2

Term: Spring



Unit: Life in colour- painting and mixed media



| Vocabulary | Knowledge | Understanding | Skills |
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| | Children will know (that) | Children will understand (that) | Children will be able to |
| <p>mixing</p> <p>Primary colour- yellow, red, blue</p> <p>Secondary colour- two primary colours mixed to make green, orange, purple.</p> <p>texture, collage, overlap, detail, surface</p> | <p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p> <p>Collage materials can be chosen to represent real-life textures.</p> | <p>Primary colours can be mixed to make secondary colours (recap from Year 1)</p> <p>What will happen when two colours mix.</p> <p>Patterns can be used to add detail to an artwork.</p> <p>Textures can be created within paint.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> | <p>Generate ideas Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketchbook Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills Further demonstrate increased control with a greater range of media.</p> |

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| | <p>Collage materials can be overlapped and overlaid to add texture.</p> <p>Painting tools can create varied textures in paint.</p> <p>Artists try out different combinations of collage materials to create the effect they want</p> <p>Romare Bearden was an artist who made art to highlight the fact that some people are treated unfairly.</p> | <p>People make art to help others understand something.</p> | <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>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.</p> <p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools. Make textured paper to use in a collage.</p> <p>Choose and shape collage materials eg cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p> <p>Knowledge of the Artist</p> |
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| | | | <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect</p> <p>Evaluating and analysing</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p> |
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St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 2

Term: Summer



Unit: Clay houses- sculpture and 3D



| Vocabulary | Knowledge | Understanding | Skills |
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| | Children will know (that) | Children will understand (that) | Children will be able to |
| <p>roll, smooth, flatten, shape, cut, score, slip, surface, join, plaster, detail</p> <p>pinch/thumb pot- a simple pot formed by pushing your thumb into a ball of clay.</p> <p>ceramic, glaze,</p> <p>relief- three dimensional parts of an artwork that are joined to a flat base.</p> <p>impressing- pushing objects into a clay surface can make an interesting pattern.</p> <p>casting- using a mould to make a sculpture.</p> | <p>Form-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.</p> <p>Shape- Patterns can be made using shapes.</p> <p>Clay can be shaped by hand and learning some basic skills to apply when making a simple model.</p> <p>Learn about the sculpture of Rachel Whiteread.</p> <p>The techniques of working positively and negatively into a clay surface.</p> | <p>How to smooth and flatten clay.</p> <p>How to roll clay into a cylinder or ball.</p> <p>How to make different surface marks in clay.</p> <p>How to make a clay pinch pot.</p> <p>How to mix clay slip using clay and water.</p> <p>How to join two clay pieces using slip.</p> <p>How to make a relief clay sculpture.</p> | <p>Generating ideas Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> |

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| <p>sculpture, sculptor,</p> <p>negative space- the space or indent left behind by an object.</p> <p>three dimensional</p> | <p>To plan how to turn a drawing into a 3D clay tile.</p> <p>Art can be figurative or abstract.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> | <p>How to use hands in different ways as a tool to manipulate clay.</p> <p>How to use clay tools to score clay.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p> | <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p> <p>Knowledge of the artist Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work. Talk about how art is made.</p> |
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