

YEAR 2 Art CURRICULUM		
<u>Half term 1 and 2</u>	Half term 3 and 4	<u>Half term 5</u>
<p><u>Formal Elements</u></p> <p>Generating Ideas (Conceptual Knowledge) Experiment with pencils to create tone. Use tone to create form when drawing.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. Identify and describe different textures. Select and use appropriate materials to create textures.</p> <p>Progression of Skills – Knowledge (Factual Knowledge) Artists, craftspeople, designers – Matt Ernst, Ed Ruscha</p> <p>Vocabulary Tessellation, repeating patten, overprinting, rubbing, frottage, 3d drawing, dad, surrealism, pop art</p>	<p><u>Art and Design Skills</u></p> <p>Generating Ideas (Conceptual Knowledge) To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Further improve skill and control when painting. Paint with creativity and expression. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p>Progression of Skills – Knowledge (Factual Knowledge) Artists, craftspeople, designers – Clarice Cliffe, Nancy McCrocky</p> <p>Vocabulary Air drying clay, ceramics, concentric circles, repeating patterns, score, sketch, slip, tone</p>	<p><u>Human form Collage, portraits and sculpture.</u></p> <p>Generating Ideas (Conceptual Knowledge) Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>Progression of Skills – Making Skills (Procedural Knowledge) Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Progression of Skills – Knowledge (Factual Knowledge) Artists, craftspeople, designers – Damien Hirst, Julian Opie, Edwina Bridgeman</p> <p>Vocabulary Choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism</p>

<u>Half Term 6</u>		
<p><u>Sculpture and mixed media</u></p> <p>Progression of Skills – Making Skills (Procedural Knowledge)</p> <p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Further improve skill and control when painting.</p> <p>Paint with creativity and expression.</p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>Vocabulary</p> <p>Blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture</p>		