

Concepts Year 2	Composition	Identify artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles.	
	Communication	Experiment and apply their knowledge of artistic elements and different artistic styles to create their own pieces of art.	
	Comprehension	Describe how a piece of art makes them feel using simple language linked to artistic elements.	
NC Objectives: KSI	Pupils should be taught: <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>		
Generating ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		
Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
Evaluating and Analysing	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.		
Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		
<b>AUTUMN - Drawing - Tell a Story</b>			
Making skills	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.		
Context	Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.		
Vocabulary	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina		

**SPRING - Painting and mixed media - Life in Colour**

<b>Making skills</b>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p>
----------------------	--

<b>Context</b>	<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>
----------------	--

<b>Vocabulary</b>	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface
-------------------	--

**SUMMER 1 - Sculpture and 3D - Clay Houses**

<b>Making skills</b>	<p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture..</p>
----------------------	--

<b>Context</b>	<p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>
----------------	--

<b>Vocabulary</b>	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing
-------------------	--

**SUMMER 2- Craft and Design - Map it Out**

<b>Making skills</b>	<p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>
----------------------	---

<b>Context</b>	<p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>
----------------	--

<b>Vocabulary</b>	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate
-------------------	---

<b>Opportunities for Recap</b>	<ul style="list-style-type: none"> <li>- Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</li> <li>- Begin to explore colour mixing</li> <li>- Explore how to join and fix materials in place.</li> </ul>
--------------------------------	--