

| Cumwhinton School Curriculum - Art Y2 SPR | | |
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| Year 2 | NC | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 • 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. |
| Year 2 | NC Content Breakdown | <p><u>Drawing</u> Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, and pattern.</p> <p><u>Painting</u> Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p> <p><u>Sculpture</u> Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> <p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.</p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> <p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p> <p>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> |

Art and Design

Technical Proficiency - **Understanding and Applying knowledge** - **Creativity** - **Personal Development**

Art and Design across Year 2

| | AUTUMN | SPRING | SUMMMER |
|---|--|--|---|
| Technical Proficiency | <p>Drawing Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, and pattern.</p> | <p>Painting Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p> | <p>Sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> |
| Understanding and Applying knowledge | <p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions. Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> | <p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> | <p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> |
| Creativity | <p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p> | <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> | <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p> |
| Personal Development | <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> | <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> | <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> |

CONCEPTUAL SCHOOL AMBITION DRIVERS

| | EYFS & KS1 | LKS2 | UKS2 |
|-----|----------------|----------|----------------|
| AUT | Diversity | Fairness | Individuality |
| SPR | Truth | Change | Resilience |
| SUM | Responsibility | Equality | Sustainability |

**Art and Design - SPRING YEAR 2
INNOVATION - Truth**

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

| | NC | CUMWHINTON CURRICULUM |
|------------------------------------|---|---|
| Finding out (Facts & knowledge) | Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level. | <p>What is impressionism art? https://www.tate.org.uk/kids/explore/who-is/who-claude-monet</p> <p>Who is Claude Monet? Why is he important in the impressionism movement? (after first year cycle, how does he compare to Van Gogh) Was he an innovator or a follower? Who were his contemporaries</p> <p>What do we think of his work, why? How did Monet feel about his work. What inspired him Look at brush strokes? Key vocab : revisit Year 1 vocab - Texture, shade, shape, wash, Primary colours and secondary colours, warm and cool colours New Vocab - medium, materials, technique, tone, tint</p> |

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| <p>Using (Applying & analysing)</p> | <p>Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> | <p>Experiment with different paintbrushes and other applicators (cotton buds, match sticks, sponges) what different effect does it give us? Which is the most useful for creating an impressionist style</p> <p>Primary and secondary colour mixing, changing the shade, tone and tint (Shade - adding black Tint - adding white Tone - grey) Careful mixing and measuring of amounts to create differences</p> <p>Using their chosen tool, create their impressionistic painting. What inspired them?</p> |
| <p>Concluding (Evaluating & summarising)</p> | <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> | <p>Selecting which tool to use, Expressing what they like and why, How can it be improved, does it need to be improved. Would they do anything different next time</p> <p>Compare their art to Claude Monet and to peers.</p> |