

Cumwhinton School Curriculum - Art Y2 AUT		
Year 2	NC	<p>Pupils should be taught:</p> <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>
Year 2	NC Content Breakdown	<p><u>Drawing</u> Greater skill &amp; control is evident when using the formal elements to draw, e.g., using simple lines &amp; 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 &amp; gaps. Identify &amp; draw detail, texture, and pattern.</p> <p><u>Painting</u> Develop brush control &amp; 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 &amp; mix the paint needed &amp; 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 &amp; make things they have designed, invented or seen &amp; can modify &amp; 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 &amp; design, learning how and when they were made. They describe the content, feelings &amp; 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 &amp; 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
<b>Technical Proficiency</b>	<p><b>Drawing</b> Greater skill &amp; control is evident when using the formal elements to draw, e.g., using simple lines &amp; 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 &amp; gaps. Identify &amp; draw detail, texture, and pattern.</p>	<p><b>Painting</b> Develop brush control &amp; 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 &amp; mix the paint needed &amp; apply paint sensitively with control.</p>	<p><b>Sculpture</b> Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms &amp; make things they have designed, invented or seen &amp; can modify &amp; 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>
<b>Understanding and Applying knowledge</b>	<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 &amp; design, learning how and when they were made. They describe the content, feelings &amp; emotions conveyed by the work to a more competent level.</p>	<p>Study significant works of art craft &amp; design, learning how and when they were made. They describe the content, feelings &amp; emotions conveyed by the work to a more competent level.</p>	<p>Study significant works of art craft &amp; design, learning how and when they were made. They describe the content, feelings &amp; emotions conveyed by the work to a more competent level.</p>
<b>Creativity</b>	<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 &amp; 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 &amp; 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>
<b>Personal Development</b>	<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- AUTUMN YEAR 2**  
**HUMANITY - DIVERSITY**

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

	<b>NC Breakdown</b>	<b>CUMWHINTON CURRICULUM</b>
<b>Finding out</b> (Facts & 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.</p> <p>Study significant works of art craft &amp; design, learning how and when they were made. They describe the content, feelings &amp; emotions conveyed by the work to a more competent level.</p>	<p>David Hockney            Is he an artist? What else did he do? Where was he from, what inspired him?            Look at his work, how does it make you feel, what can you see?            How does he get the detail in his pictures?            TATE KIDS            YOU TUBE video of his sketch book <a href="#">David Hockney shows his sketch book - YouTube</a></p> <p><b>Vocab - Thick, thin, straight, wavy, long, short, geometric shapes to create forms</b>  <b>Skill - lighter, darker with controlled pressure. Shade neatly without spaces and gaps</b>  <b>Draw - detail, texture and pattern</b></p> <p>These skill to be identified in Finding out and used in applying and analysing</p>
<b>Using</b> (Applying & analysing)	<p>Greater skill &amp; control is evident when using the formal elements to draw, e.g., using simple lines &amp; 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 &amp; gaps. Identify &amp; draw detail, texture, pattern.</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>Use inspiration from Hackney's sketch book, children to draw still life of trees and street scenes. Both village life and city life.            Looking at change of season and shadow and how the light affects what they see and how they represent this in drawing. (lighter and darker tones with controlled pressure of pencil)</p>
<b>Concluding</b> (Evaluating & summarising)	<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>Evaluate developing skills in their sketch books, looking at how their increased control of pressure is giving them more success in their drawings.            Compare to David Hockney's work. It is ok that you are inspired by Hackney, not just Hockney's work.</p>