



## What are the aims and intentions of this curriculum?

That by the end of KS1, pupils will:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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.

### Formal elements: Knowledge

<b>Colour</b>	Know that different amounts of paint and water can be used to mix hues of secondary colours Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, e.g. the seaside	<b>Line</b>	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern
		<b>Tone</b>	Know that shading helps make drawn objects look more three dimensional Know that different pencil grades make different tones
<b>Form</b>	Know that 'composition' means how things are arranged on the page Know that pieces of clay can be joined using the 'scratch and slip' technique Know that a clay surface can be decorated by pressing into it or by joining pieces on	<b>Pattern</b>	Know that surface rubbings can be used to add make patterns Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns Know that patterns can be used to add detail to an artwork
<b>Shape</b>	Know that collage materials can be shaped to represent shapes in an image Know that shapes can be organic (natural) and irregular Know that shapes can geometric if they have mostly straight lines and angles Know that patterns can be made using shapes	<b>Texture</b>	Know that collage materials can be chosen to represent real-life textures Know that collage materials can be overlapped and overlaid to add texture Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture



Art Curriculum: Year 2

Unit	Topic	Knowledge and Skills	Vocabulary
1	<p><b>Drawing:</b> <b>Tell a story</b></p> <p><b>Artists:</b> Quentin Blake</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next</p> <p>Further develop mark-making within a greater range of media, demonstrating increased control</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making</p> <p>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</p> <p>Talk about art they have seen using some appropriate subject vocabulary</p> <p>Be able to make links between pieces of art</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons</p> <p>Begin to talk about how they could improve their own work</p>	<p>blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin</p>
2	<p><b>Painting and mixed media:</b> <b>Beside the seaside</b></p> <p><b>Artists:</b> Romare Bearden</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next</p> <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint</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</p> <p>Experiment with overlapping and overlaying materials to create interesting effects</p> <p>Talk about art they have seen using some appropriate subject vocabulary</p>	<p>mixing, primary colour, secondary colour, texture, collage, overlap, detail, surface</p>



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		<p>Be able to make links between pieces of art</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons</p> <p>Begin to talk about how they could improve their own work</p>	
<b>3</b>	<p><b>Sculpture and 3D:</b></p> <p><b>Clay houses</b></p> <p><b>Artists:</b> Ranti Bam, Rachel Whiteread</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next</p> <p>Develop understanding of 3D forms to construct and model simple forms using a range of materials</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> <p>Talk about art they have seen using some appropriate subject vocabulary</p> <p>Be able to make links between pieces of art</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons</p> <p>Begin to talk about how they could improve their own work</p>	<p>casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three-dimensional, thumb pot</p>
<b>4</b>	<p><b>Craft and design:</b></p> <p><b>Map it out</b></p> <p><b>Artists:</b> Josef Albers, Matthew Cusick, Eduardo</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next</p> <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>	<p>abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder</p>



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	Paolozzi, Maggie Scott, Kim Soon-Im, Susan Stockwell	Talk about art they have seen using some appropriate subject vocabulary Be able to make links between pieces of art 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	
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