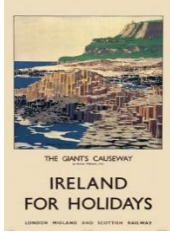
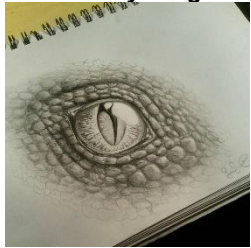






Year 2 Art and Design Curriculum Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Colour/ Mark making Pastels The Giant's Causeway 	Drawing And sculpture Clay Dragon's eyes 	Textile Patchwork Owls 	Drawing and watercolours Local birds and plants 	Colour 	Graffiti and Digital Media/ Printing Banksy 
Artist studied			Stephanie Cowburn Felt artist	Rebecca Yoxall Local illustrator	Maud Lewis Canadian artist	Banksy Rats linked to Great Fire
Prior knowledge	During KS1 children will have experimented with pastels. The Giant's causeway will have been studied in other subjects.	Work on Dragons will have been produced in other subjects. Children will have used sketching pencils throughout KS1 and experimented with shades.	Children will have experimented with layering materials to produce collages.	Children have mixed paints in previous years. Trips to Marshall's arm have allowed children to observe and study wildlife.	Colour mixing has been covered in year 1. Children should be able to name primary and secondary colours.	The Great Fire of London will have been studied in year 2 history lessons. Children will have experimented with printing in year 1.
Prior skills	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings Sculpture Experiment with clay & dough to make sculptures	Textiles Layer materials to produce a collage.	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings Colours Begin to Recognise and name primary and secondary colours Attempt to mix primary colours to make secondary colours Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour	Colours Begin to Recognise and name primary and secondary colours Attempt to mix primary colours to make secondary colours Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour	Printing Begin to experiment with amounts of paint applied and develop control Attempt to print using fruit/ plants
	Creating Ideas Recognise that ideas can be expressed in art work Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) Exploring and Evaluating ideas Show interest in and describe what they think about the work of others Knowledge and Understanding How to recognise and describe some simple characteristics of different kinds of art, craft and design Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.					
Vocabulary	Pastel Blend Primary colours Mix Secondary colour Warm and cold colours	Line Thick Thin Dark Light Shade	Rip Cut Layer Overlap Pinch Roll	Observe Copy Represent Shades Lighter Darker	Maud Lewis Shape Outline Fill Block	Graffiti Digital media Image Spray paint Street art Anonymous

	Colour wheel	Sketch	Twist Scratch Coil	Tones		Cut and paste
Statutory requirements	Pupils should be taught to: 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 Learn 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					
Skills covered	<p>Colour Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour</p> <p>Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</p> <p>Digital Media Explore ideas using digital sources i.e. internet, ipads</p>	<p>Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/pastel Draw on smaller and larger scales Add detail to line drawings</p> <p>Sculpture Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Begin to form own 3D pieces Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p>	<p>Collage Develop collages, based on a simple drawing, using papers and materials Develop tearing, cutting and layering paper to create different effects</p> <p>Textiles Produce own piece of felt with artist</p>	<p>Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/pastel Hold a large paint brush correctly Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings</p> <p>Colour Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour</p>		<p>Digital Media Explore ideas using digital sources i.e. internet, ipads Record visual information digitally Use a simple graphics package to create images and effects with lines, shapes, colour and texture</p> <p>Printing Experiment with stencils</p>
	<p>Creating Ideas Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences</p> <p>Exploring and Evaluating ideas When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p> <p>Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>					
Key performance indicators	I can name and mix secondary colours I can name warm and cold colours. I can blend pastels to produce different shades.	I can control lines and make them thick and thin. I can add detail to drawings. I can manipulate clay by pinching, rolling, twisting, scratching and coiling and add details and textures. I can use tools to enhance my design in clay.	I can produce a piece of felt. I can layer materials to produce a collage.	I can observe and make a simple drawing from observations I can experiment with shades of colours. I can experiment with different shades of pencil	I can recreate different shades of colours. I can paint in the style of Maud Lewis.	I can find digital images online and use ICT to cut and paste these to make my own. I can cut and layer simple shapes for use as a stencil. I can select and print from a range of materials. I can experiment with amounts of paint applied and develop control.

