**Year 2 Art and Design Curriculum**

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|  | **Year 2** | **Curriculum** | **Artists - artist studied** | **End of year expectations** |
| **Art Appreciation** | To know about the work of, artists, craft makers and designers, describing differences and similarities between different practices (the difference between printing and painting.) | * **Sketch books are introduced in Year 1** even though this is not a requirement of the NC * **See school document ‘HCPS Art and Design – Guide to using sketchbooks** * **Artists, craft makers and designers are studied throughout the Year 2 art curriculum** | **Monet**  **Seurat**  **Mondrian**  **Henry Moore or Barbara**  **Hepworth**  **History of paisley pattern**  **Rangoli patterns**  **War artists and propaganda posters** | Know how to talk about the differences and similarities between artists, crafts people and designers.  Know how to make links with their own work.  Know how to use a sketchbook to plan ideas for work of varied scales and media.  Know how to develop their opinions in response to different artworks and to know that opinions will vary. |
| **Drawing**  pencil,  charcoal,  inks,  chalk,  pastels,  ICT software | -Experiment with tools and surfaces  -Draw a way of recording experiences and feelings  -Discuss use of shadows, use of light and dark  -Sketch to make quick records | **Spring 1 –**  **Drawing – pencil, charcoal, chalk – Trees**   * Sketch to make a quick records – sketch trees in school grounds * Draw leaves using different media on different surface – playground and chalk, use chalk on paper, pastels on paper and compare to chalk on paper * Layer different media – felt tips over pastels, ballpoint over charcoal * Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern) * Draw lines from observation   Study artists Monet – particular focus on Monet as his art is outdoors and looks at same picture at different times of day, in different season Georges Seurat (pointillism), Piet Mondrian – Purple Mash IT link. Children create own version in the style of one of the artists. Link to trees      **Why this? Why now? Linked to English to a book study The Night Gardener by the Fan Brothers** | Leonardo  Da Vinci,  Vincent  Van Gogh,  Poonac  Monet  Seurat  Mondrian | Know how to layer different medias - felt tips over pastels, ballpoint over charcoal.  Can draw for a sustained period from real objects.  Know how to use of the visual elements – line, shape, pattern and colour – in their drawing.  Know how to effectively manipulate drawing tools and use them confidently. |
| **Colour**  **painting,**  **ink,**  **dye,**  **textiles,**  **pencils,**  **crayons,**  **pastels** | -Begin to describe colours by objects  -Make as many tones of one colour as possible (using white)  -Darken colours without using black  -Using colour on a large scale | **Spring 1 – Paint different trees using poster paints, draw and colour trees in pencil crayon**  • Shadows – Painting - light and dark (Trees)  • Tones –Add white to colour to make tints and black to make tones   * Describe colours * Make as many tints as possible using white poster paint/watercolour paint link to tree work and looking at different shades of green * Darken colours using black poster paint/watercolour paint to create shades. | Pollock,  Monet,  Chagall,  Ben Moseley,  Van Gogh, | To know how to paint with a variety of painting tools and different paints for different purposes eg ready mixed paint, acrylics etc..  To know that adding black or white creates a darker or lighter tone. |
| **One large class collage of a tree using magazine pictures – link to quick shape of tree sketches**   * Collect, sort and match colours to create an image – * Use colour on a large scale   **Why this? Why now? Linked to English to a book study The Night Gardener by the Fan Brothers. To build on skills that have begun to be developed in Year 1 where they added textures to a Welsh Dragon to create a collage. This time, the children are making specific choices of colour, shade and texture to create a collage. They will consider much more where and how to place the modifying elements of the collage.**  **Digital art – Summer 1 Propaganda Posters. Look at different posters created at the time.**  Given poster and alter it using MSWord and they then insert the text. Link to mood and discuss the colours used and the fact they were muted tones to reinforce the seriousness of the war  **Why this? Why now? Linked to History topic WW11. Looks at the history of art and how art was used to get messages across. Looks at the work of wartime artists and the impact they had and how they used colour and images to communicate as well as slogans.** |  | Know how to identify different types and textures of materials for collage.  Know how to tear, stick and cut paper of different thicknesses.  Know how to place and modify elements of collage.  Know how to use appropriate language to describe colours, equipment and processes.  To know that a colour wheel is a chart representing the relationship between colours.  To know how to use colour to describe/create different feelings. |
| **Texture**  **textiles,**  **clay,**  **sand,**  **plaster,**  **stone** | -Overlapping and overlaying to create  effects  -Use large eyed needles – running stitches  -Simple appliqué work  -Start to explore other simple stitches  -Collage | **Summer 2 - Stitch – Children sew a puppet toy using:**   * Overlapping and overlaying to create effect * Cut and shape fabric using scissors * Use large-eyed needles – running stitches * Simple applique work * Glue eyes and hair * Start to explore other simple stitches * Show awareness of contrasts in textures and colours * Fabrics used are felt, wool, cotton, * For texture – buttons, thread, wool   **Why this? Why now?**  **Linked to DT Puppets and Linked to WW2 as part of their learning is the culture of make do and mend. Builds on the work of Year 1 where they developed their skills through paper and textile weaving.** | Linda Caverley, Molly  Williams, William Morris,  Gustav Klimt | Know how to use simple techniques to decorate textiles ( crayon on fabric, inks)  Know how to select the correct material for a particular purpose.   * Know how to use simple textile techniques eg- sewing, simple applique work, contrast of colour and different stitches |
| **Form**    **3D work,**  **clay,**  **dough,**  **boxes,**  **wire,**  **paper sculpture, mod roc** | -Awareness of natural and man-made forms  -Expression of personal experiences and ideas  to shape and form from direct observation (malleable and rigid materials)  -Decorative techniques  -Replicate patterns and textures in a 3-D form  work and that of other sculptors | **Summer 1 – Sculpture – WW2 or study an artist such as Barbara Hepworth and not link it to a topic**   * Explore sculpture of malleable materials and manipulate malleable materials for a purpose using…… * An awareness of natural and manmade forms * Shape, form, texture & sensory qualities of materials. * Decorative techniques * 3D form * Learning about work of sculptors and different kinds of sculptures (Henry Moore, Barbara Hepworth, Andy Goldsworthy)   **Barbara Hepworth** **links** <https://www.twinkl.co.uk/resource/tp-ad-042-planit-art-ks1-lets-sculpt-lesson-3-barbara-hepworth-lesson-pack>  [**https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth**](https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth)  **Why this? Why now? Builds on the form work of Year 1 where they looked at clay and EYFS study of Andy Goldsworthy. The children will be able to study the work of a prominent sculpture and develop skills of expression.** | **Henry Moore, Barbara**  **Hepworth, Andy**  **Goldsworthy,** | Know how to manipulate and explore materials  Know that materials can be joined securely  Know how to use tools safely and effectively  Know how to use simple joining and fastening techniques |
| **Printing**  found materials, fruit/veg,  wood blocks, **press print,**  lino,  string | -Print with a growing range of objects  -Identify the different forms printing takes | **Autumn – Create a print – repeat patterns, overlap, irregular or irregular**  **Look at wood print blocks and consider buying some for the children to experiment with**  •Print with a growing range of different objects - man-made and natural objects  •Identify the different forms printing takes   * Discuss regular and irregular shapes * Experiment with over printing and colour * Use a press print using polystyrene tile – link to pattern and using pattern from nature such as the lotus flower and paisley print   <https://www.twinkl.co.uk/resource/the-history-of-textile-design-and-production-in-paisley-powerpoint-cfe2-t-226>  **Why this? Why now? India geography topic. Builds on Year 1 work of relief printing and introduction to repeated patterns. Links to history of India and the history of the paisley pattern.** | Picasso,  Dan Mather, Andy Warhol | Know how to create a printed image by press printing  Know how to interpret ideas into print. |
| **Pattern**  **paint,**  **pencil**,  textiles,  clay,  **printing** | -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning  -Natural and manmade patterns  -Discuss regular and irregular | **Autumn 1 - Pattern (India)**  **Look at man-made Rangoli patterns where they use patterns from nature – Lotus flower and paisley (mango tree origin???). Discuss regular (2D shapes) and irregular patterns.**  **Create a print – repeat patterns, overlap, irregular or irregular**  • Experiment by arranging, folding, repeating, overlapping regular and irregular patterning  • Natural and manmade patterns  • Discuss regular and irregular patterns    **Why this? Why now? India geography topic.** | Joan Miro, Bridget Riley, Escher,  Paul Klee, | Know what a repeated pattern is.  Know that a repeated pattern can be created through print. |