






# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Art - Y2



	<b>Year 2 – Unit 1</b> <b>Colour Splash - Life in Colour</b> 	<b>Year 2– Unit 2</b> <b>Tell a story – drawing</b> 	<b>Year 2 – Unit 3</b> <b>3D Sculpture</b> 
<b>Knowledge of Artists</b>	Know the following artists <ul style="list-style-type: none"> <li>Romare Bearden</li> </ul> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art	Know the following artists <ul style="list-style-type: none"> <li>Quentin Blake</li> </ul> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Know the following artists <ul style="list-style-type: none"> <li>Ranti Bam</li> <li>Rachel Whiteread</li> </ul> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art
<b>KEY VOCABULARY</b>	Combining paint colours, Mixing, Primary colour, Secondary colour, detail, texture, surface, overlap	Charcoal, lines, marks, mark-making, thick, thin, pastels, blending, hatching, scribbling, stippling, texture,	Roll, smooth, flatten, shape, cut, pinch pot, thumb pot, ceramic, glaze, score, slip, 3D , sculpture, plaster, casting, negative space, in relief
<b>SUBSTANTIVE KNOWLEDGE</b>	<b>Colour</b> <ul style="list-style-type: none"> <li>Know that the primary colours are red, yellow and blue.</li> <li>Know that primary colours can be mixed to make secondary colours:               <ul style="list-style-type: none"> <li>Red + yellow = orange</li> <li>Yellow + blue = green</li> <li>Blue + red = purple</li> </ul> </li> <li>Know that different amounts of paint and water can be used to mix hues of secondary colours.</li> <li>Know that colours can be mixed to ‘match’ real life objects or to create things from your imagination.</li> <li>Know that colour can be used to show how it feels to be in a particular place e.g. seaside.</li> </ul>	<b>Line</b> <ul style="list-style-type: none"> <li>Know that drawing tools can be used in a variety of ways to create different lines.</li> <li>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> </ul> <b>Pattern</b> <ul style="list-style-type: none"> <li>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns</li> <li>Know that surface rubbings can be used to add make patterns</li> <li>Know that patterns can be used to add detail to an artwork.</li> </ul> <b>Texture</b> <ul style="list-style-type: none"> <li>Know that collage materials can be chosen to represent real-life textures.</li> <li>Know that collage materials can be overlapped and overlaid to add texture.</li> <li>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> <li>Know that painting tools can create varied textures in paint.</li> </ul> <b>Tone</b> <ul style="list-style-type: none"> <li>Know that shading helps make drawn objects look more three dimensional.</li> <li>Know that different pencil grades make different tones.</li> </ul>	<b>Form</b> <ul style="list-style-type: none"> <li>Know that ‘composition’ means how things are arranged on the page.</li> <li>Know that pieces of clay can be joined using the ‘scratch and slip’ technique.</li> <li>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</li> </ul> <b>Shape</b> <ul style="list-style-type: none"> <li>Know that collage materials can be shaped to represent shapes in an image.</li> <li>Know that shapes can be organic (natural) and irregular.</li> <li>Know that shapes can geometric if they have mostly straight lines and angles.</li> <li>Know that patterns can be made using shape.</li> </ul>
<b>MAKING CONNECTIONS</b> <b>Key knowledge / key questions</b>	<b>EYFS</b> Recall <ul style="list-style-type: none"> <li>Painting through finger painting.</li> <li>creating natural paintbrushes using found objects.</li> <li>responding to music through the medium of painting.</li> <li>Creating landscape collages inspired by the work of Megan Coyle.</li> <li>Creating a large piece of group artwork based around fireworks.</li> </ul> <b>Cycle A/B</b> <b>This links to Year 1-unit Painting and mixed media – Colour Splash</b> Discuss artists from previous unit then: - What can we remember? – Year 2 children – Key questions <ul style="list-style-type: none"> <li>What happens when we mix primary colours together? (They make other colours)               <ul style="list-style-type: none"> <li>What are the colours made by primary colours called? (Secondary colours)</li> <li>What are the secondary colours? (Orange, purple and green)</li> <li>What primary colours mixed together make:                   <ul style="list-style-type: none"> <li>green (yellow and blue)</li> <li>orange (red and yellow)</li> <li>purple? (blue and red)</li> </ul> </li> </ul> </li> </ul>	<b>EYFS</b> Recall <ul style="list-style-type: none"> <li>exploring making marks with wax crayons, felt pens, chalk, pencils</li> <li>observational drawing.</li> <li>Self portraits</li> </ul> <b>This links to Year 1 – Unit – Making your mark</b> Discuss artists from previous unit <ul style="list-style-type: none"> <li>Bridget Riley</li> <li>Zaria Forman</li> <li>Wassily Kandinsky</li> <li>Renata Bernal</li> <li>Ilya Bolotowsky.</li> </ul> <b>What can we remember Y2 Key questions –</b> <ul style="list-style-type: none"> <li>What media did we use to draw with – lets look back in our sketch books</li> <li>Which of the media are similar? In what ways are they similar?</li> <li>Which one’s smudge? Which one’s blend?</li> <li>Which ones make your hands messy?</li> <li>What is tone? – light and dark</li> <li>How can we add tone to a drawing? - Shading</li> </ul>	<b>EYFS</b> Recall <ul style="list-style-type: none"> <li>Exploring clay/ playdough and its properties.</li> <li>Using tools safely and with confidence.</li> <li>Creating natural 3D landscape pictures using found objects</li> <li>Making a 3D clay sculpture</li> </ul> <b>This links to Year 1 unit – Paper Play 3D Sculpture</b> Discuss artists from previous unit then: - What can we remember Y2 Key questions – paper play moulding / shaping /joining <ul style="list-style-type: none"> <li>How is 3D artwork different to a painting or drawing?</li> <li>Can anyone demonstrate making a shape by folding the paper?</li> <li>Can anyone demonstrate making a shape by rolling the paper?</li> <li>What is the difference between 2D and 3D</li> </ul>

<b>Key Skills</b>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"><li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li></ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"><li>• Experiment in sketchbooks, using drawing to record ideas.</li><li>• Use sketchbooks to help make decisions about what to try next.</li></ul> <p><b>Making Skills:</b></p> <ul style="list-style-type: none"><li>• Further demonstrate increased control with a greater range of media.</li><li>• Make choices about which material and techniques to use to create an effect.</li><li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li><li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li></ul> <p><b>Knowledge of Artists:</b></p> <ul style="list-style-type: none"><li>• Talk about art they have seen using some appropriate subject vocabulary.</li><li>• Create work from a brief, understanding that artists are sometimes commissioned to create art.</li><li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li><li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li></ul> <p><b>Evaluating and Analysing:</b></p> <ul style="list-style-type: none"><li>• Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing and understanding of why they have made it.</li><li>• Begin to talk about how they could improve their own work.</li><li>• Talk about how art is made.</li></ul> <p><b>Formal Elements: Colour</b></p> <ul style="list-style-type: none"><li>• Mix, apply and refine colour mixing for purpose using wet and dry media.</li><li>• Describe their colour selections.</li></ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"><li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li></ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"><li>• Experiment in sketchbooks, using drawing to record ideas.</li><li>• Use sketchbooks to help make decisions about what to try next.</li></ul> <p><b>Making Skills:</b></p> <ul style="list-style-type: none"><li>• Further demonstrate increased control with a greater range of media.</li><li>• Make choices about which material and techniques to use to create an effect.</li><li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li><li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li></ul> <p><b>Knowledge of Artists:</b></p> <ul 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for expression when drawing portraits.</li></ul> <p><b>Formal Elements: Pattern</b></p> <ul style="list-style-type: none"><li>• Learn a range of techniques to make repeating and non-repeating patterns.</li><li>• Identify natural and man-made patterns.</li><li>• Create patterns of their own.</li></ul> <p><b>Formal Elements: Texture</b></p> <ul style="list-style-type: none"><li>• Identify and describe different textures.</li><li>• Select and use appropriate materials to create textures.</li></ul> <p><b>Formal Elements: Tone</b></p> <ul style="list-style-type: none"><li>• Experiment with pencils to create tone.</li><li>• Use tone to create form when drawing.</li></ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"><li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li></ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"><li>• Experiment in sketchbooks, using drawing to record ideas.</li><li>• Use 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<b>Key Assessment Opportunity</b>	<p><b>Focus Colour mixing – lesson 5</b></p> <ul style="list-style-type: none"><li>• Mixing secondary Colours with confidence</li><li>• Colour mixing and creating texture using collage materials and painting techniques</li></ul>	<p><b>Key Assessment Opportunity</b></p> <p>An observation drawing - demonstrating application of skills and knowledge from the previous four lessons</p> <ul style="list-style-type: none"><li>• Compare two different types of marks you made; what did you do to make the marks different?</li><li>• How did having the cardboard square hiding your drawing change how you drew? Did you have to look more carefully at your object?</li></ul>	<p><b>Key Assessment Opportunity</b></p> <ul style="list-style-type: none"><li>• Application of skills / knowledge from the past 4 weeks – Making a tile - shaping and moulding clay – joining techniques and decorative techniques</li></ul>