



Singleton Church of England Primary School

Progression of Skills and Knowledge

Art - Y2



	Year 2 – Unit 1 Colour Splash - Life in Colour 	Year 2– Unit 2 Tell a story – drawing 	Year 2 – Unit 3 3D Sculpture 
Knowledge of Artists	Know the following artists <ul style="list-style-type: none"> • Romare Bearden 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"> • Quentin Blake 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"> • Ranti Bam • Rachel Whiteread Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art
KEY VOCABULARY	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
SUBSTANTIVE KNOWLEDGE	Colour <ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. • Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple • 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. seaside. 	Line <ul style="list-style-type: none"> • Know that drawing tools can be used in a variety of ways to create different lines. • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. Pattern <ul style="list-style-type: none"> • Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns • Know that surface rubbings can be used to add make patterns • Know that patterns can be used to add detail to an artwork. Texture <ul style="list-style-type: none"> • 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. • Know that painting tools can create varied textures in paint. Tone <ul style="list-style-type: none"> • Know that shading helps make drawn objects look more three dimensional. • Know that different pencil grades make different tones. 	Form <ul style="list-style-type: none"> • 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. Shape <ul style="list-style-type: none"> • 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 shape.
MAKING CONNECTIONS Key knowledge / key questions	EYFS Recall <ul style="list-style-type: none"> • Painting through finger painting. • creating natural paintbrushes using found objects. • responding to music through the medium of painting. • Creating landscape collages inspired by the work of Megan Coyle. • Creating a large piece of group artwork based around fireworks. Cycle A/B This links to Year 1-unit Painting and mixed media – Colour Splash Discuss artists from previous unit then: - What can we remember? – Year 2 children – Key questions <ul style="list-style-type: none"> • What happens when we mix primary colours together? (They make other colours) <ul style="list-style-type: none"> ○ What are the colours made by primary colours called? (Secondary colours) ○ What are the secondary colours? (Orange, purple and green) ○ What primary colours mixed together make: <ul style="list-style-type: none"> ▪ green (yellow and blue) ▪ orange (red and yellow) ▪ purple? (blue and red) 	EYFS Recall <ul style="list-style-type: none"> • exploring making marks with wax crayons, felt pens, chalk, pencils • observational drawing. • Self portraits This links to Year 1 – Unit – Making your mark Discuss artists from previous unit <ul style="list-style-type: none"> • Bridget Riley • Zaria Forman • Wassily Kandinsky • Renata Bernal • Ilya Bolotowsky. What can we remember Y2 Key questions – <ul style="list-style-type: none"> • What media did we use to draw with – lets look back in our sketch books • Which of the media are similar? In what ways are they similar? • Which one’s smudge? Which one’s blend? • Which ones make your hands messy? • What is tone? – light and dark • How can we add tone to a drawing? - Shading 	EYFS Recall <ul style="list-style-type: none"> • Exploring clay/ playdough and its properties. • Using tools safely and with confidence. • Creating natural 3D landscape pictures using found objects • Making a 3D clay sculpture This links to Year 1 unit – Paper Play 3D Sculpture Discuss artists from previous unit then: - What can we remember Y2 Key questions – paper play moulding / shaping /joining <ul style="list-style-type: none"> • How is 3D artwork different to a painting or drawing? • Can anyone demonstrate making a shape by folding the paper? • Can anyone demonstrate making a shape by rolling the paper? • What is the difference between 2D and 3D

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