



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

<u>Year 2</u>				
<u>Key Stage One Elements of Art Vocabulary</u>				
<u>Colour</u>	<u>Line</u>	<u>Tone</u>	<u>Pattern and Texture</u>	<u>Shape and form</u>
Primary	Rough	Contrast	Repeat	2D
Secondary	Bold	Light	Simple	3D
Bright	Light	Dark	Rough	Flat
Pure	Free	Shadow	Bumpy	Triangular
Strong	Rounded	Faded	Smooth	Oval
Cold	Feint	Grey	Shiny	Circular
Dull	Strong	Strong	Ridged	Round
Dark	Delicate	Feint	Grainy	Square
Gloomy	Thick Thin		Furry	Curved
Bold			Wrinkled	Size
Thick			Crumpled	Scale
Soft				
Coarse				
Wrinkly				

<u>Art Skills Vocabulary</u>
<p><u>Drawing:</u> Tri pod pencil grip</p> <p><u>Painting:</u> Primary , secondary, mix, wash ,tri pod pencil grip</p> <p><u>Mixed Media</u> mono-print, layer, relief print, overlay, block printing, repeating patterns, surface, pressure, rub, impressed, , Other skills, stitching, sewing, rip, tear</p> <p><u>Sculpture:</u> kneading, pressing, joining, combining, cutting, shape</p>



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Unit	<u>Disciplinary Knowledge</u> Big Ideas in Art Develop and share ideas through the form of a thought provoking question.		<u>Practical Knowledge</u> Elements and style of Art Skill, approach		<u>Artist links</u>
<p>Exploring colours</p> <p>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours, hues and how artists use colour in their artwork.</p> <p>This project can be taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</p>	<p>What can you see within a piece of art using close looking skills?</p> <p>What is similar, different?</p>	<p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p>	<p><u>Element of art</u></p> <p>Colour pattern</p> <p>Painting, printing</p>	<p><u>Skill</u></p> <p>Painting Printing</p> <p><u>Technique</u></p> <p>Colour mixing Ratio Brush control</p>	<p><u>Artists</u></p> <p>Wassily Kandinsky www.bbc.co.uk/bitesize/topics/zwg9qyc/articles/zr7cdnb Animation of his life\inspiration</p> <p>www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinskys-schaukeln/zv7g7nb Gallery visit explanation</p> <p>www.youtube.com/watch?v=XAZa8FmP8x0 short clip of his work</p> <p>lots of opportunities for discussion/drama/music movement.</p> <p>Piet Mondrian www.tate.org.uk/kids/explore/who-is/who-piet-mondrian</p> <p>Picasso, Van Gogh, Clementine Hunter Faith Ringgold,- deepening Y1 Knowledge</p>



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<p style="text-align: center;">Autumn Portraits and Poses Drawing/Digital art</p> <p>This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.</p>	<p>How can I create portrait using digital media ?</p>	<p>Art software can be used to make a simple line drawing. Mouse and tablet control to develop line and shape</p>	<p>Elements of Art Shape line space texture colour</p>	<p style="text-align: center;">Skills Drawing Digital artwork</p> <p>What is a portrait www.youtube.com/watch?v=x-XvGWFXQ0I&t=8s</p> <p>What is a self portrait www.youtube.com/watch?v=73aD0682yBE</p> <p style="text-align: center;">CPD artuk.org/discover/artists/gower-george-c-15401596</p> <p>www.nationalgallery.org.uk/artists/hans-holbein-the-younger</p>	<p>King Henry VII by unknown artist, 1505 Queen Elizabeth I by English School, c1592–1599 Henry VIII by Hans Holbein the Younger, c1540s The Rainbow Portrait by Isaac Oliver, c1600 The Ditchley Portrait of Henry VIII by the English School c1600–1610 Portrait of Elizabeth I of England by Nicholas Hilliard, c1590 www.youtube.com/watch?v=ZyBuMRWjBow</p> <p>Armada Portrait attributed to George Gower, c1588 Elizabeth I when a Princess attributed to William Scrots, c1546 Coronation Portrait by unknown artist, c1600 Portrait of Henry VIII in a Great Coat Holding a Staff by unknown artist, c17th century Portrait of Henry VIII in a Great Coat Holding a Staff by unknown artist, c17th century</p>	<p>Computing link Digital They use simple software to edit and manipulate photos.</p>
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<p>Spring Flower head Drawing/Painting/Sculpture/Printing</p> <p>This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</p> <p>Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have seen.</p>	<p>What is a texture? Can I create texture in my work?</p>	<p>Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p>	<p>Elements of Art Shape and form Texture and pattern colour</p> <p>Vocab Pinch Roll Press Shade</p>	<p>Skills Drawing Sculpture through modelling of clay</p> <p>Technique Wash Modelling of clay Sketch Rub/smudge</p>	<p>Contemporary artists Dale Chihuly, www.twinkl.co.uk/resource/ks2-all-about-dale-chihuly-powerpoint-t-ad-1661674955 Takashi Murakami and Yayoi Kusama use flowers as inspiration for technique for their artwork.</p>	
<p>Summer Still life Drawing/Painting</p> <p>This project teaches children about the work of significant still life artists</p>	<p>What is a still life? What choice</p>	<p>A still life is a work of art that shows objects</p>	<p>Elements of Art Colour shape and</p>	<p>Skill Drawing painting Technique Colour study Sketch Simple lines to create shapes and form.</p>	<p>Artists Cezanne, Van Gogh Warhol, Picasso, Leger, Matthias Laurenz Gräff, Van Gogh, Brugel, Monet</p>	<p>Gallery visit</p>



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<p>and still life techniques. They explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.</p> <p>Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>	<p>s do I make when I compose my work?</p>	<p>that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes).</p>	<p>form texture</p> <p>Vocab</p> <p>Hue</p> <p>Primary</p> <p>Secondary</p> <p>ry</p> <p>colours</p> <p>Scale</p> <p>Observation</p> <p>Shape</p> <p>composition</p>	<p>Control pressure when using drawing implements to create lighter or darker tones and marks,</p> <p>Van Gogh</p> <p>www.youtube.com/watch?v=3q5fuVFWe0</p> <p>www.bbc.co.uk/bitesize/topics/zhjmnk7/articles/zdmb9ty</p> <p>Cezanne</p> <p>Texts</p> <p>Camille and the sunflowers</p> <p>Cezanne and the apple boy</p>		
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Year 2 Art, Craft & Design Knowledge & Skills Progression on year		Main Progression targets that sequence year	
<p>Practical Skills</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Drawing</p>	<p><u>Skill & Control</u></p>	<p>Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.</p>
		<p><u>Medium</u></p>	<p>Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p>
		<p><u>Purpose</u></p>	<p>Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</p>
	<p>Painting & Mixed Media</p>	<p><u>Skill & Control</u></p>	<p>Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p>
		<p><u>Techniques</u></p>	<p>Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</p>
		<p><u>Formal Elements</u></p>	<p>Colour: Develop colour mixing to make finer variations in secondary colours. Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Pattern &</p>



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			<p>Texture: Create original patterns & make textures. Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.</p>
	<u>Design</u>	<p>Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.</p>	
	<u>Craft</u>	<p>Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.</p>	
	<u>Other Materials</u>	<p>Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Digital: Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images. 3D sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p>	



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<p><u>Creativity</u> <i>Explore ideas, invent, imagine, problem solve</i></p>	<p><u>Develop & share ideas</u></p>	<p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p>
	<p><u>Experiences, Imagination</u></p>	<p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p>
<p><u>Theoretical knowledge</u> <i>Artists, craft makers designers Timeline/experiences/stories about Artists, Craft & Designers. Learn how artists use formal elements</i></p>	<p><u>Artists, Craftspeople, Designers</u></p>	<p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p>
	<p><u>Formal Elements</u></p>	<p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.</p>
<p><u>Big Questions</u> <i>Reflection leads to personal development Evaluate and Analyse own & others work Curiosity of the world</i></p>	<p><u>Identify similarities and differences to others' work</u></p>	<p>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</p>
	<p><u>Make choices & decisions</u></p>	<p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>