

Year 2 Art Curriculum

<p>Exploring and developing ideas</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.
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<h2 style="text-align: center;">AUTUMN TERM</h2>	
<p>Skills</p>	<p style="text-align: center;">Collage Eric Carle</p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. • Sort and arrange materials into colours Cut shapes and pictures out of magazines and recycled materials to create a montage Create collage materials from magazines and old paintings Plan and design a montage •
<p>Vocabulary</p>	<p>collage, composition, features, gaps, materials, montage, place, sort, tear, texture</p>

SPRING TERM

Painting William Turner, JMW Turner

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children can:

- name the primary and secondary colours;
- experiment with different brushes (including brushstrokes) and other painting tools;
- mix primary colours to make secondary colours;
- add white and black to alter tints and shades;
- use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Skills

Vocabulary

block print, impression, monoprint, objects, press, printing, printmaking, relief printing, repeating patterns, symmetry, tile

SUMMER TERM

Textiles Lucienne Day (fabric prints)

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques - textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

- Children can:
- show pattern by weaving;
- use a dyeing technique to alter a textile's colour and pattern;
- decorate textiles with glue or stitching, to add colour and detail;

Vocabulary

use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, sets