

Year 2 - DRAWING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Draw things they see, know and remember and be able to do so confidently.</p> <p>Develop, and use expressively, an increasing range of marks, lines and patterns.</p> <p>Explore and experiment with scale.</p> <p>Use a wide variety and develop control over a range of media.</p> <p>Select from, arrange and mix a variety of drawing media.</p>	<p>Drawing can be used to develop ideas.</p> <p>Drawing can be used as a starting point for other processes.</p> <p>Comparisons with own and others' work is useful in order to share ideas and methods.</p> <p>It is essential to carefully observe when drawing from life; noting shape and scale of the original.</p>	<p>Look at and talk about drawing from other periods and cultures, e.g. Japanese prints, Art Deco.</p> <p>Understand that drawing has different purposes in different cultures - religious and folk art.</p>	<p>Thick</p> <p>Thin</p> <p>Soft</p> <p>Broad</p> <p>Narrow</p> <p>Fine</p> <p>Pattern</p> <p>Line</p> <p>Shape</p> <p>Detail</p> <p>Nature</p> <p>Made environment</p> <p>Comparison</p> <p>Still life</p> <p>Charcoal</p> <p>Coloured pencil</p> <p>Drawing pencil</p> <p>Felt tip pen</p> <p>Marker</p>

Year 2 – PAINTING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Select from a range of brushes (thick, thin, flat and round) to suit a given task.</p> <p>Apply paint in a range of strokes, dots, lines and washes.</p> <p>Mix secondary colours in a range of tones - using red, blue, yellow and white.</p> <p>Mix paint to match a given colour sample.</p> <p>Vary the thickness of paint to match the task – thin paint for washes, thick for painting a box sculpture.</p>	<p>Ideas and feelings can be expressed and represented through painting.</p> <p>There is a range of vocabulary to describe the colour and consistency of paint.</p> <p>Differences are valuable and all end products do not have to look the same.</p> <p>Every artist looks at their work and decides how it can be improved.</p>	<p>Develop an understanding about different types and styles of painting – Seurat, Monet, Lowry.</p> <p>Identify and describe differences in paintings from a wide range of times and places.</p> <p>Develop an understanding of the different purposes of painting and the intention of the artist.</p> <p>Understand that a painting does not have to look like a photograph.</p>	<p>Secondary (colour)</p> <p>Light</p> <p>Dark</p> <p>Thick</p> <p>Thin</p> <p>Tone</p> <p>Warm</p> <p>Cold</p> <p>Shade e.g. different shades of red, green, blue, yellow</p> <p>Bright</p> <p>Pointillism</p> <p>Colour wash</p>

Year 2 - PRINTING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Make printed marks with a variety of objects – found and natural objects.</p> <p>Make simple printing blocks for mono and two tone printing – potato printing.</p> <p>Make repeating and rotating patterns on a variety of surfaces – different papers, cloth.</p>	<p>Printed images are reproducible and appear on textiles, wallpaper etc.</p> <p>There is appropriate language to describe the printing process.</p> <p>Images can be made in a variety, not just drawn or painted.</p> <p>Their own technical skills can be improved through self-evaluation.</p> <p>Express likes and dislikes regarding everyday design in textiles.</p>	<p>Develop an awareness of pattern and texture in the environment – bark, leaves.</p> <p>Recognise and be aware of artists' and designers' use of pattern for functional and decorative purposes – native costumes, William Morris.</p>	<p>Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print</p>

Year 2 – COLLAGE AND TEXTILES				
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY	
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<p>Engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways.</p> <p>Experiment with combinations of materials.</p> <p>Use scissors accurately to cut out shapes for attaching.</p> <p>Attach fabrics or paper in a variety of different ways .</p> <p>Combine materials into a mixed media image.</p>	<p>Visual ideas and images can be represented in media.</p> <p>Different materials may be assembled to create images – weaving and appliqué with fabric, wool and paper e.g. create a sea-side scene.</p>	<p>Recognise the variety of textiles in different times and cultures.</p> <p>Identify methods used in the production of textiles.</p> <p>Consider and express opinions about the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts – the different processes involved in making a wedding dress.</p>	<p>Fabric</p> <p>Colour</p> <p>Pattern</p> <p>Shape</p> <p>Texture</p> <p>Glue</p> <p>Stick</p> <p>Scissors</p> <p>Sew</p> <p>Needle</p> <p>Felt</p> <p>Hessian</p> <p>Scraps</p> <p>Wool</p> <p>Yarn</p>	<p>Mixed media</p> <p>Collage</p> <p>Appliqué</p> <p>Layers</p> <p>Combine</p> <p>Opinion</p> <p>Thread</p> <p>Fur</p> <p>Tweed</p> <p>Silk</p> <p>Satin</p> <p>Net</p> <p>Weave</p>

Year 2 - SCULPTURE			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Collect ideas and images, taking photographs and making drawings to inform future work.</p> <p>Combine and manipulate materials to explore structure and form.</p> <p>Work collaboratively as part of a group on a project that is either inside or outdoors.</p> <p>Makes experimental assemblages or sculptures on a large or small scale.</p>	<p>There is a specific vocabulary relating to sculpture and 3D materials that can be used to compare and comment on different approaches.</p> <p>Sculpture does not have to be permanent and may take place outside the classroom.</p> <p>Their work can be evaluated in terms of how they could change it and whether they feel it was successful or not.</p>	<p>Talk about the diverse materials and styles used in sculpture, both permanent and transitory, of different times and cultures.</p> <p>Talk about the differences in the work of other artists – Henry Moore’s <i>Reclining Nude</i> vs Michaelangelo’s <i>David</i>.</p> <p>Develop an understanding about site specific and non-permanent sculpture.</p>	<p>Sculpture</p> <p>Structure</p> <p>Assemble</p> <p>Construct</p> <p>Model</p> <p>Fold</p> <p>Bend</p> <p>Attach</p> <p>Statue</p> <p>Stone</p> <p>Metal</p> <p>Curve</p> <p>Form</p> <p>Clay</p> <p>Impress</p> <p>Texture</p>

Year 2 – DIGITAL MEDIA			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Use the computer as a tool for combining or adapting images – decorate a photograph of a cottage with images of sweets.</p> <p>Use image manipulation to alter a photograph – change the dimensions of cars, buildings etc.</p>	<p>Images can be created and altered digitally.</p>	<p>Develop an understanding of the creative potential of digital technology .</p>	<p>Cut Paste Digital camera Mouse Programme Clone Move tool Magic wand Enlarge Scale</p>

OPPORTUNITIES FOR ASSESSMENT – YEAR 2

DRAWING	PAINTING	PRINTING
<p>Draw a human being with body parts drawn to scale, i.e, without huge head and tiny body Include attention to details such as fingers and toes</p>	<p>Make a pattern that in corporate marks made by a wide range of brushes</p>	<p>Make a repeated pattern from their own printing block</p>
COLLAGE & TEXTILES	SCULPTURE	DIGITAL MEDIA
<p>Cut out shapes from cloth and attach to a backing</p>	<p>Create an experimental assemblage using found materials in the outdoor environment</p>	<p>Use image manipulation to alter a photograph</p>