

Year 2 Art	Curriculum Driving Concepts		
	Drawing, paint and mixed media, sculpture and 3D		
	Autumn  Painting: (Still life fruit)	Spring  Painting and mixed media (collage): (Fruit collage with texture)	Summer  Sculpture and 3D: Clay (Clay bowls)
Key artist	Paul Cezanne	Megan Coyle	Worcester porcelain
Values	Friendship and Love	Respect and responsibility	Perseverance and Hope
What we need to know Red Hill Riches	<p>We can evaluate and compare artists work.</p> <p>We can create tone through colour.</p> <p>We can to sketch observationally.</p> <p>Secondary colours can be created by mixing primary colours.</p>	<p>Paper can be used in a variety of ways to create collage.</p> <p>Megan Coyle is a collage artist</p> <p>Collage is a variety of materials used to create artwork</p> <p>Colour can create mood.</p> <p>Light and tone needs to be identified during observational work.</p> <p>Collage can be based on observational drawings.</p>	<p>Worcester Porcelain is famous for creating plates and bowls.</p> <p>Worcester city was centre of trading porcelain.</p> <p>Clay pinch pots can be made using thumbs to shape the clay.</p> <p>There are a variety of techniques to shape/mould clay.</p> <p>Score and slip is used to secure pieces of clay together</p>
Overview of learning	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will begin with immersing themselves in the artwork of Paul Cezanne and analyse his work.</p> <p>Children will be exploring ways to make tints and shades using different mediums and also exploring sizes of paintbrushes and how these can effect the paint on the page. They will also develop their knowledge of drawing materials to explore mark making and experiment with creating texture, shade and tone</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will be learning about the collage work of artist Megan Coyle; re-creating colours and textures using paint and making patterned surfaces ready for use in a collage to create a fruit inspired collage. They will be composing and arranging collage materials, making choices based on colour and texture, that represents our values of respect and responsibility.</p> <p>They will be using tone (light and dark) during observational work and using scale in their final outcome.</p> <p>To evaluate and make improvements on our design.</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Having learned about the pottery at the Worcester Porcelain, the children will experiment with working positively into a clay surface and then designing and creating their own, clay bowls.</p> <p>They will be exploring how clay can be shaped with their hands, children learn some basic skills that they then apply by making their own simple model. Children will be practising using the 'score and slip' clay joining technique, the children make their own pinch pot and decorate it by joining clay shapes.</p>

<b>Links to prior knowledge (footprints)</b>	<p>Van Gogh created observational paintings.</p> <p>Van Gogh was part of the Post-Impressionist movement.</p> <p>Pencil creates line.</p> <p>There are different types of lines</p> <p>Sketching involves holding a pencil lightly.</p> <p>You can draw in different mediums including pencil, crayon and charcoal.</p> <p>Tone is light and dark</p>	<p>Romero Britto is a Brazilian artist inspired by Cubism.</p> <p>Paul Klee created artwork out of shapes.</p> <p>Primary colours are red, yellow and blue.</p> <p>Secondary colours are created by mixing primary colours together.</p> <p>Line is needed for an outline.</p> <p>Artwork can be evaluated.</p>	<p>Alma Woodsey Thomas created paintings with repeated patterns.</p> <p>Different printing techniques can be made using blocks.</p> <p>Polystyrene blocks can be used to print</p> <p>Printing can create repeated patterns.</p> <p>We can replicate other artists work</p>
<b>Vocabulary</b>	Tone, observational, still-life, shade, perspective	Mixing, tone, recycled, shadow, background, Texture, Collage, Overlap, Detail, Surface	Clay slip, impress, pinch pot, thumb pot, coil pot relief, score, sculpture, surface
<b>Excellence</b>	Excellence: Inspired by the greatest of artists.	Excellence: Inspired by the greatest of artists.	Excellence: Inspired by the greatest of artists.
<b>Enjoyment</b>	Enjoyment: Each lesson will be engaging, creative and enjoyable.	Enjoyment: Each lesson will be engaging, creative and enjoyable.	Enjoyment: Each lesson will be engaging, creative and enjoyable.
<b>Everyone</b>	Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.	Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.	Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.
<b>Everything</b>	Everything: Every piece of work will be celebrated, every lesson.	Everything: Every piece of work will be celebrated, every lesson.	Everything: Every piece of work will be celebrated, every lesson.

<p><b>Disciplinary Knowledge</b></p>	<p>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</p> <p>Further developing mark-making within a greater range of media, demonstrating increased control.</p> <p>Exploring tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes.</p> <p>Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.</p> <p>Creating a range of secondary colours by using different amounts of each starting colour or adding water.</p>	<p>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</p> <p>Further developing mark-making within a greater range of media, demonstrating increased control.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</p> <p>Making links between pieces of art.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Beginning to talk about how they could improve their own work.</p>	<p>Developing understanding of sculpture to construct and model simple forms.</p> <p>Using hands and tools with confidence when cutting, shaping and joining malleable materials.</p> <p>Developing basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p>
--------------------------------------	---	--	---