## Subject: Art and Design <br> Year 2

What are the aims and intentions:
That all the children:

- Have the opportunity to explore their own creativity and develop some artistic skills.
- Know the names of some artists and craftspeople
- Begin to express preferences about works of art

Links to previous learning:

- Understand what an artist is
- Looking at different examples of art.

| Term: | Topic: | Knowledge | Skills: | Key Questions |
| :---: | :---: | :---: | :---: | :---: |
| Autumn | Drawing <br> Artists <br> Monet <br> Van Gogh | Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalks. <br> Draw lines and shapes from observations using different surfaces <br> Invent lines and shapes in drawing <br> Investigate tone by drawing light/ dark lines patterns and shapes <br> Investigate pattern and texture by describing, naming, rubbing and copying <br> To develop a wide range of art and design techniques in using colour and texture; to use painting to develop and share their ideas, experiences and imagination. | Identify (shapes) <br> Create <br> Experiment <br> Describe (lines) <br> Draw <br> Mix (colour) <br> Apply (paint) <br> Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials. | What is a landscape? What is a cityscape? Why do we use different techniques for different artists? |


|  | Key Vocabulary | printing, pattern, texture, line, shape, form, space, media/medium, primary colour, secondary colour, realistic, abstract,pattern, texture, line (wavy, vertical, horizontal, cross hatch), |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Cultural Capital: Bowes Museum ? |  |  |
| Spring | Printing <br> Artist William Morris | print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables <br> take simple prints i.e. mono-printing <br> design and build repeating patterns and recognise pattern in the environment <br> create simple printing blocks for press print <br> experiment with overprinting motifs and colour | To print <br> To understand how to create a pattern. <br> To design patterns. <br> To identify different objects that can be used to print. <br> Create <br> Experiment <br> Describe (lines) <br> Use a range of printing techniques to create a piece of art. | What is print? <br> How do we create a print? <br> What is a repeated pattern? <br> What is a motif? <br> Why do we use different materials? <br> What is the affect created by printing? |
|  | Key Vocabulary | primary colour, secondary colour, tone, weaving, concentric, stroke, primary and secondary colours |  |  |
|  |  | Cultural Capital: |  |  |
| Summer | 3d design | manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading <br> explore sculpture with a range of malleable media <br> work safely with materials and tools <br> experiment with constructing and joining recycled, natural and manmade materials | Sketch (from observation) <br> Mould <br> Etch <br> Design <br> Join (materials) <br> Plan <br> Create <br> Select (materials) <br> Arrange (in composition) | How do we sculpt? <br> What other tools can we use? <br> Why do we have different tool |
|  | Key Vocabulary | drawing, painting, sculpture, lines, curls, circles, etching, camouflage, composition. |  |  |
|  |  | Cultural Capital: Church visit (statues, sainted glass) |  |  |

