

## Year 2 - Progression of Knowledge and Skills Art

Term	Knowledge	Skills
<p><b>Autumn 1</b> <b>Topic</b></p>		
<p><b>Autumn 2</b> <b>Topic: Painting and Mixed Media – Life in Colour</b></p>	<p>Formal elements:</p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> Different amounts of paint and water can be used to mix hues of secondary colours.</li> <li>• <b>Colour:</b> Colours can be mixed to ‘match’ real life objects or to create things from your imagination.</li> <li>• <b>Form:</b> That ‘composition’ means how things are arranged on the page</li> <li>• <b>Shape:</b> Collage materials can be shaped to represent shapes in an image.</li> <li>• <b>Pattern:</b> Patterns can be used to add detail to an artwork.</li> <li>• <b>Texture:</b> Collage materials can be chosen to represent real-life textures.</li> <li>• <b>Texture:</b> Collage materials can be overlapped and overlaid to add texture.</li> <li>• <b>Texture:</b> Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> <li>• <b>Texture:</b> Painting tools can create varied textures in paint.</li> <li>• <b>Tone:</b> Different amounts of paint and water can be used to mix hues of secondary colours.</li> </ul>	<p>Generating ideas:</p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p>Making skills:</p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>

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<p style="text-align: center;"><b>Autumn 2</b> <b>Topic: Painting and Mixed Media – Life in Colour</b></p>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to mix a variety of shades of a secondary colour.</li> <li>• How to make choices about amounts of paint to use when mixing a particular colour.</li> <li>• How to match colours seen around them.</li> <li>• How to create texture using different painting tools.</li> <li>• How to make textured paper to use in a collage.</li> <li>• How to choose and shape collage materials eg cutting, tearing.</li> <li>• How to compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• How to add painted detail to a collage to enhance/improve it.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Some artists create art to make people aware of good and bad things happening in the world around them.</li> <li>• Art can be figurative or abstract.</li> <li>• Artists try out different combinations of collage materials to create the effect they want.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories.</li> <li>• People make art about things that are important to them.</li> <li>• People make art to share their feelings.</li> <li>• People make art to help others understand something.</li> </ul>	<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>

## Year 2 - Progression of Knowledge and Skills Art

Term	Knowledge	Skills
Spring 1		
<p style="text-align: center;">Spring 2</p> <p>Topic: Sculpture and 3D – Clay Houses</p>	<p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>● <b>Form:</b> Pieces of clay can be joined using the ‘scratch and slip’ technique.</li> <li>● <b>Form:</b> A clay surface can be decorated by pressing into it or by joining pieces on.</li> <li>● <b>Shape:</b> Patterns can be made using shapes.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>● How to smooth and flatten clay.</li> <li>● How to roll clay into a cylinder or ball.</li> <li>● How to make different surface marks in clay.</li> <li>● How to make a clay pinch pot.</li> <li>● How to mix clay slip using clay and water.</li> <li>● How to join two clay pieces using slip.</li> <li>● How to make a relief clay sculpture.</li> <li>● How to use hands in different ways as a tool to manipulate clay.</li> <li>● How to use clay tools to score clay.</li> </ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>● Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>● Experiment in sketchbooks, using drawing to record ideas.</li> <li>● Use sketchbooks to help make decisions about what to try out next.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>● Further demonstrate increased control with a greater range of media.</li> <li>● Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>● Talk about art they have seen using some appropriate subject vocabulary.</li> <li>● Create and critique both figurative and</li> </ul>



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Term	Knowledge	Skills
<p data-bbox="313 372 453 411">Spring 2</p> <p data-bbox="186 491 580 586">Topic: Sculpture and 3D – Clay Houses</p>	<p data-bbox="619 315 927 348">Knowledge of artists:</p> <ul data-bbox="619 365 1531 496" style="list-style-type: none"><li data-bbox="619 365 1166 398">• Art can be figurative or abstract.</li><li data-bbox="619 415 1531 496">• Artists can use the same material (felt) to make 2D or 3D artworks.</li></ul> <p data-bbox="619 515 983 548">Evaluating and analysing:</p> <ul data-bbox="619 565 1467 801" style="list-style-type: none"><li data-bbox="619 565 1110 598">• People use art to tell stories.</li><li data-bbox="619 615 1447 696">• People make art about things that are important to them.</li><li data-bbox="619 714 1268 746">• People make art to share their feelings.</li><li data-bbox="619 763 1467 796">• People make art to explore an idea in different ways.</li></ul>	<p data-bbox="1569 315 1888 348">Knowledge of artists:</p> <ul data-bbox="1569 365 2211 601" style="list-style-type: none"><li data-bbox="1569 365 2193 446">• Talk about art they have seen using some appropriate subject vocabulary.</li><li data-bbox="1569 464 2211 601">• Create and critique both figurative and abstract art, recognising some of the techniques used.</li></ul> <p data-bbox="1569 619 1946 652">Evaluating and analysing:</p> <ul data-bbox="1569 669 2193 1055" style="list-style-type: none"><li data-bbox="1569 669 2193 919">• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li><li data-bbox="1569 936 2142 1012">• Begin to talk about how they could improve their own work.</li><li data-bbox="1569 1029 2033 1055">• Talk about how art is made.</li></ul>

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Term	Knowledge	Skills
<p style="text-align: center;"><b>Summer 1</b> <b>Topic: Craft and Design – Map it out</b></p>	<p>Formal elements:</p> <ul style="list-style-type: none"> <li>• <b>Form:</b> That ‘composition’ means how things are arranged on the page.</li> <li>• <b>Shape:</b> Shapes can be organic (natural) and irregular.</li> </ul> <p>Making skills:</p> <ul style="list-style-type: none"> <li>• How to draw a map to illustrate a journey.</li> <li>• How to separate wool fibres ready to make felt.</li> <li>• How to lay wool fibres in opposite directions to make felt.</li> <li>• How to roll and squeeze the felt to make the fibres stick together.</li> <li>• How to add details to felt by twisting small amounts of wool.</li> <li>• How to choose which parts of their drawn map to represent in their ‘stained glass’.</li> <li>• How to overlap cellophane/tissue to create new colours.</li> <li>• How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• How to apply paint or ink using a printing roller.</li> <li>• How to smooth a printing tile evenly to transfer an image.</li> </ul>	<p>Generating ideas:</p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p>Using sketchbooks:</p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas.</li> </ul> <p>Making skills:</p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Create work from a brief, understanding that artists are sometimes commissioned to create art.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> </ul>

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<p style="text-align: center;">Summer 1</p> <p>Topic: Craft and Design – Map it out</p>	<ul style="list-style-type: none"> <li>• How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Art can be figurative or abstract.</li> <li>• Artists can use the same material (felt) to make 2D or 3D artworks.</li> <li>• Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories.</li> <li>• People make art about things that are important to them.</li> <li>• People make art to share their feelings.</li> <li>• People make art to explore an idea in different ways.</li> <li>• People make art for fun.</li> <li>• People make art to decorate a space.</li> <li>• People make art to help others understand something.</li> </ul>	<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Topic:</p>		