

Cumwhinton School Curriculum - Art Y2 SUM

Year 2	NC	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 2	NC Content Breakdown	<p><u>Drawing</u> Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, and pattern.</p> <p><u>Painting</u> Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p> <p><u>Sculpture</u> Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> <p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.</p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> <p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p> <p>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>

Art and Design

Technical Proficiency - **Understanding and Applying knowledge** - **Creativity** - **Personal Development**

Art and Design across Year 2

	AUTUMN	SPRING	SUMMMER
Technical Proficiency	<p>Drawing Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, and pattern.</p>	<p>Painting Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p>	<p>Sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p>
Understanding and Applying knowledge	<p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions. Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p>	<p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p>	<p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p>
Creativity	<p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p>	<p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p>	<p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p>
Personal Development	<p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Art and Design - SUMMER YEAR 2

The World - Responsibility

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.	<p>Look at the artist Antony Gormley Sir Antony Gormley OBE RA born 1950 Tate Antony Gormley: Breaking bread Tate</p> <p>Where would you find his sculptures? Why do you think he choose these locations? What do you think inspired him? When was he born? How does he compare to other artists that we have studied this year? What is sculpture? What materials does he use? How does he create the enormous sculptures? Key Vocab - sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
Using (Applying & analysing)	<p>Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p>	<p>Children to choose the way they want to interpret the works of Antony Gormley. Sculpture can be formed from any material and for Antony Gormley it is the use of installation. https://www.michelle-reader.co.uk/</p> <p>Look at Michelle Reader's work, they use of recycled materials. How could the children cut form tear and join cardboard, fabric and other recycled material to create their sculpture?</p> <p>Recognise their need to adapt their work depending on what resources they have available to them</p> <p>Use key vocab from above to describe their design and construction.</p>
Concluding (Evaluating & summarising)	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop	Review their work and plan where the most powerful place for the installation in could be. Take photographs of their sculptures in situ or in front of an image of their chosen place. How would their sculptures change if they were in a different location?

skills in orally describing their thoughts, ideas and intentions.

How could they have improved their sculptures? What other materials would they have like to have used? What were the most effective joining techniques?