

## Art Progression Map – Year 2

| Term                                   | Spring 1   | Spring 2  | Summer 2   |
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| Book                                   | Lila and the Secret of the Rain  | Little Evie in the Wild Wood  | Robin Hood   |
| Aspect of art                          | Human Form   | Formal Elements of Art  | Sculpture and mixed media  |
| Learning<br>Objective (from<br>DC Pro) | <p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how artists have use colour, pattern and shape.</p> <p>I can use charcoal and pencil to create art.</p> | <p>I can suggest how artists have used pattern.</p> <p>I can choose and use three different grades of pencil when drawing.</p> <p>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I can use pencil and pastel to create art.</p> <p>I can create a piece of art in response to the work of another artist.</p> | <p>I can mix paint to create all the secondary colours.</p> <p>I can create brown with paint.</p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p> <p>I can suggest how artists have used colour.</p> <p>I can use pencil and pastel to create art.</p> <p>I can create a piece of art in response to the work of another artist.</p> |

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| Skills | <p><b>Generating Ideas</b><br/>Sketchbooks</p> <ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul> <p>Inspiration from others</p> <ul style="list-style-type: none"> <li>• Developing original artwork from other sources</li> <li>• Studying natural forms in the world around them and relating it to their own artwork</li> </ul> <p>Creating original artwork</p> <ul style="list-style-type: none"> <li>• Representing themselves through art</li> <li>• Creating art on themes of personal interest</li> </ul> <p><b>Making</b><br/>Drawing</p> <ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Developing skill and control with art materials including blending pastels</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Using a range of materials to design and make products</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul> | <p><b>Generating Ideas</b><br/>Sketchbooks</p> <ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul> <p>Inspiration from others</p> <ul style="list-style-type: none"> <li>• Developing original artwork from other sources</li> <li>• Studying natural forms in the world around them and relating it to their own artwork</li> </ul> <p><b>Making</b><br/>Drawing</p> <ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Applying tone to create form</li> <li>• Developing skill and control with art materials including blending pastels</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul> | <p><b>Generating Ideas</b><br/>Sketchbooks</p> <ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul> <p>Inspiration from others</p> <ul style="list-style-type: none"> <li>• Developing original artwork from other sources</li> </ul> <p><b>Making</b><br/>Drawing</p> <ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Developing skill and control with art materials including blending pastels</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Mixing, refining and applying more sophisticated colours</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Improving painting skills, developing skill and control when painting</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul> |
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| <p>Key Learning/ Technical Knowledge<br/>(Sticky knowledge)</p> | <p>Formal Elements</p> <p>Line</p> <ul style="list-style-type: none"> <li>• Creating portraits by controlling and defining their use of line for expression.</li> </ul> <p>Knowledge of Artists</p> <p>Using <b>Damien Hirst's</b> <i>Cornucopia</i> as inspiration for drawing</p> <p>Analysing the work of <b>Julian Opie</b> and creating portraits in his style</p> <p>Using the work of <b>Edwina Bridgeman</b> as inspiration for creating clothes peg figures and evaluating her work</p> | <p>Formal Elements</p> <p>Form and Space</p> <ul style="list-style-type: none"> <li>• Extending their ability to articulate 3D form and space through practical activities.</li> <li>• Creating 3D drawings</li> </ul> <p>Line</p> <ul style="list-style-type: none"> <li>• Drawing lines with increased skill, awareness and control</li> </ul> <p>Pattern</p> <ul style="list-style-type: none"> <li>• Creating a pattern of their choosing</li> <li>• Identifying and relating manmade and natural repeating patterns</li> <li>• Learning a range of techniques to express their knowledge of repeating and nonrepeating</li> </ul> <p>Pattern</p> <p>Texture</p> <ul style="list-style-type: none"> <li>• Identifying and describing different textures</li> <li>• Selecting and using appropriate materials to create textures</li> </ul> <p>Tone</p> <ul style="list-style-type: none"> <li>• Experimenting with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created</li> <li>• Using tone to create 3D form when drawing</li> </ul> <p>Knowledge of Artists</p> <p>Inspired by the work of <b>Max Ernst</b>, pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)</p> <p>Exploring and replicating <b>Ed Ruscha's</b> use of shading and tone to create a 3D look</p> | <p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> <li>• Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</li> </ul> <p>Knowledge of Artists</p> <ul style="list-style-type: none"> <li>• Describing their use of colour to achieve a specified intention</li> </ul> <p>Creating a giant piece of mixed media work in a pop art style inspired by <b>Roy Lichtenstein</b></p> |
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| <p>Vocabulary</p> <p>I can join two clay fingers to create a sculpture.</p> | <p>Choreograph, collaboration, contemporary, Day of the Dead, mixed media, sculpture, sculpture, symbolism</p> | <p>Tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, Dada, Surrealism, Pop art, shading, tone</p> | <p>Blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture, pastel colours</p> |
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Drawing: Shading (Summer 2)

Using **Nancy McCroskey's** mural, *Suite in Black, White and Grey* to explore and develop the skill of shading

Design: Clarice Cliff Plates

Recreating **Clarice Cliff's** *Circle Tree* plate designs

Craft: Weaving (Spring 2)

I can suggest how artists have used pattern and shape.

- Craft Weaving
- Composing geometric designs by adapting and synthesising the work of others

Craft: Clay (Spring 2)

I can make a clay pot.

- Using 3D clay to create 2D printed patterns and sculptural forms
- Working instinctively with clay to create unique designs