

Art Progression Map – Year 2

Term	Spring 1	Spring 2	Summer 2
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 Objective (from 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>Generating Ideas Sketchbooks</p> <ul style="list-style-type: none"> • Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Developing original artwork from other sources • Studying natural forms in the world around them and relating it to their own artwork <p>Creating original artwork</p> <ul style="list-style-type: none"> • Representing themselves through art • Creating art on themes of personal interest <p>Making Drawing</p> <ul style="list-style-type: none"> • Exploring drawing techniques • Developing skill and control with art materials including blending pastels <p>Materials</p> <ul style="list-style-type: none"> • Using a range of materials to design and make products <p>Evaluation</p> <ul style="list-style-type: none"> • When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements) 	<p>Generating Ideas Sketchbooks</p> <ul style="list-style-type: none"> • Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Developing original artwork from other sources • Studying natural forms in the world around them and relating it to their own artwork <p>Making Drawing</p> <ul style="list-style-type: none"> • Exploring drawing techniques • Applying tone to create form • Developing skill and control with art materials including blending pastels <p>Evaluation</p> <ul style="list-style-type: none"> • When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements) 	<p>Generating Ideas Sketchbooks</p> <ul style="list-style-type: none"> • Teacher led idea modelling through discussion and sketching • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Developing original artwork from other sources <p>Making Drawing</p> <ul style="list-style-type: none"> • Exploring drawing techniques • Developing skill and control with art materials including blending pastels <p>Colour</p> <ul style="list-style-type: none"> • Mixing, refining and applying more sophisticated colours <p>Painting</p> <ul style="list-style-type: none"> • Improving painting skills, developing skill and control when painting <p>Evaluation</p> <ul style="list-style-type: none"> • When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)
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<p>Key Learning/ Technical Knowledge (Sticky knowledge)</p>	<p>Formal Elements</p> <p>Line</p> <ul style="list-style-type: none"> • Creating portraits by controlling and defining their use of line for expression. <p>Knowledge of Artists</p> <p>Using Damien Hirst's <i>Cornucopia</i> as inspiration for drawing</p> <p>Analysing the work of Julian Opie and creating portraits in his style</p> <p>Using the work of Edwina Bridgeman 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"> • Extending their ability to articulate 3D form and space through practical activities. • Creating 3D drawings <p>Line</p> <ul style="list-style-type: none"> • Drawing lines with increased skill, awareness and control <p>Pattern</p> <ul style="list-style-type: none"> • Creating a pattern of their choosing • Identifying and relating manmade and natural repeating patterns • Learning a range of techniques to express their knowledge of repeating and nonrepeating Pattern <p>Texture</p> <ul style="list-style-type: none"> • Identifying and describing different textures • Selecting and using appropriate materials to create textures <p>Tone</p> <ul style="list-style-type: none"> • Experimenting with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created • Using tone to create 3D form when drawing <p>Knowledge of Artists</p> <p>Inspired by the work of Max Ernst, pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)</p> <p>Exploring and replicating Ed Ruscha's use of shading and tone to create a 3D look</p>	<p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> • Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) <p>Knowledge of Artists</p> <ul style="list-style-type: none"> • Describing their use of colour to achieve a specified intention <p>Creating a giant piece of mixed media work in a pop art style inspired by Roy Lichtenstein</p>
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<p>Vocabulary</p> <p>I can join two clay fingers to create</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