



# The Art Curriculum

## Year 2

Intent	<p>At Benjamin Adlard Primary School we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.</p>
Implementation	<p>As a school and in accordance with the National Curriculum's and Early Years Curriculum expectations, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, architects and understand the historical and cultural development of their art forms</li> <li>• Class teachers are responsible for teaching art, although there may be times when professional artists/helpers will be involved in the teaching.</li> </ul> <p>We take every opportunity to develop links with outside agencies and experts in order to enrich our Art and Design provision.</p> <p>Some of the key themes will be Art based and at the beginning of each theme key subject and academic vocabulary lists are created with child friendly definitions. These are displayed in classes, revisited and then tested in low stake tests. This constant repetition of key vocabulary helps develop our pupil's knowledge and understanding. The curriculum coverage is taught in a progressive and purposeful manner. The skills used in Art are assessed termly through the 'Aspiration Map' where teachers use their teacher knowledge and AFL to make judgements on age relatedness. The curriculum coverage is taught in a progressive and purposeful manner. Through our key concepts we teach progressive skills and knowledge across school building on prior learning and preparing for future knowledge and skill acquisition. The connection of the skills, knowledge and concepts across the geography curriculum is an important part of our Art curriculum implementation</p>
Impact	<p>Our children enjoy the self-expression that they experience in Art. They are keen to learn new skills and work hard to perfect those shown to them. They remain resilient and focused and the development of skills helps them to express feelings and emotions in their work, as well demonstrating their knowledge of artists and key skills. They will have worked with a range of mediums and developed progressive techniques helping them to create things of beauty. Children will be proud of their work and want to display it.</p>

Year 2 – Autumn 1		Unit 1 – Formal elements of art		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>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</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>To know 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</li></ul>				
Cross Curricular links				
<ul style="list-style-type: none"><li>Maths – order and arrange combinations of mathematical objects in patterns and sequences</li><li>Science - describe the simple physical properties of a variety of everyday materials</li></ul>				
Prior Learning - Year 1				
<b>Colour</b> - Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li><li>Landscapes</li></ul>	<b>Pattern</b> - Understand patterns in nature, design and make patterns in a range of materials. <ul style="list-style-type: none"><li>Art &amp; Design Skills: Experimenting with Media</li><li>Sculptures &amp; Collages:</li></ul>	<b>Texture</b> - Use materials to create textures. <ul style="list-style-type: none"><li>Landscapes</li></ul>	<b>Tone</b> - Understand what tone is and how to apply this to their own work. <ul style="list-style-type: none"><li>Landscapes</li></ul>	
By the end of this unit pupils will have had the opportunity to:				
<b>Colour</b>	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.			
<b>Pattern</b>	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.			
<b>Texture</b>	Identify and describe different textures. Select and use appropriate materials to create textures.			
<b>Tone</b>	Experiment with pencils to create tone. Use tone to create form when drawing.			
Progression through the art curriculum				
	Year 3	Year 4	Year 5	Year 6
<b>Colour</b>	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li><li>Craft</li></ul>	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Every Picture Tells a Story</li></ul>	Select and mix more complex colours to depict thoughts and feelings. <ul style="list-style-type: none"><li>Formal Elements</li><li>Every Picture Tells a Story</li><li>Design For Purpose</li></ul>	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Still Life</li></ul>
<b>Pattern</b>	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. <ul style="list-style-type: none"><li>Craft</li></ul>	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. <ul style="list-style-type: none"><li>Formal Elements: Pattern and Texture: Playdough Printing</li><li>Every Picture Tells a Story</li></ul>	Construct patterns through various methods to develop their understanding. <ul style="list-style-type: none"><li>Every Picture Tells a Story</li><li>Formal Elements</li></ul>	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li></ul>

<b>Texture</b>	<p>Analyse and describe texture within artists' work.</p> <ul style="list-style-type: none"> <li>• Prehistoric Art</li> <li>• Craft</li> </ul>	<p>Use a range of materials to express complex textures.</p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Every Picture Tells a Story</li> </ul>	<p>Develop understanding of texture through practical making activities.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>	<p>Understand how artists manipulate materials to create texture.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> </ul>
<b>Tone</b>	<p>Develop skill and control when using tone. Learn and use simple shading rules.</p> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills:</li> <li>• Every Picture Tells a Story</li> </ul>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know tone means the darkness or lightness of something.</li> <li>• I know shading with varied tones makes objects look 3d.</li> <li>• I know H pencils stand for hard and B pencils stand for black.</li> <li>• I know the higher the number for B, the darker the shade.</li> <li>• I know different pencils can make different tones.</li> <li>• I know that patterns are created by repeating lines, shapes, tones or colours.</li> <li>• I know I can create a picture from the rubbings that I have made.</li> </ul>	<ul style="list-style-type: none"> <li>• Further improve skill and control when painting.</li> <li>• Paint with creativity and expression.</li> <li>• Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay</li> <li>• Mix, apply and refine colour mixing for purpose using wet and dry media.</li> <li>• Describe their colour selections</li> <li>• Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> <li>• Draw lines with increased skill and confidence. Use line for expression when drawing portraits</li> <li>• Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns.</li> <li>• Create patterns of their own.</li> <li>• Compose geometric designs by adapting the work of other artists to suit their own ideas.</li> <li>• Identify and describe different textures.</li> <li>• Select and use appropriate materials to create textures.</li> <li>• Use artist sources to develop their own original artwork.</li> </ul>

Subject knowledge and teaching guidance	
Key Assessments	

- Do pupils understand what a repetitive pattern is?
- Do pupils understand how one single shape can create a line of pattern?
- Do pupils understand what makes a more successful texture rubbing?
- Can pupils use rubbing to create a frottage image?
- Do pupils understand different uses of pencils to create different tones?

## Artist Work Looked At



**Max Ernst**

A German artist who was one of the first to work in surrealist and Dada way.

Artwork © ADAGP, Paris and DACS, London 2020, Max Ernst, The Bride of the Wind, 1927 Photo © Christie's Images / Bridgeman Images



**Ed Ruscha**

An American artist associated with the Pop Art movement.

©Ed Ruscha/Photo © Christie's Images / Bridgeman Images

## Key vocabulary and definitions

Tessellation	An arrangement of shapes close together in a repeated pattern, without gaps or overlapping.
Repeating pattern	A repeated design or sequence which creates a pattern.
Overprinting	Printing over the top of a print.
Rubbing	A copy of the texture of an object, made by placing a piece of paper over it and rubbing the paper with drawing materials.
Frottage	A rubbing.
3D drawing	A drawing of a solid three dimensional object, which shows its height, length and width.
Dada	A modern Art movement which makes fun at the modern world.
Surrealism	An Art movement where artists painted from their imaginations. The images look as though they are from a dream.
Pop art	A simple art style which uses bright colours and everyday objects.

**Medium Term Planning**

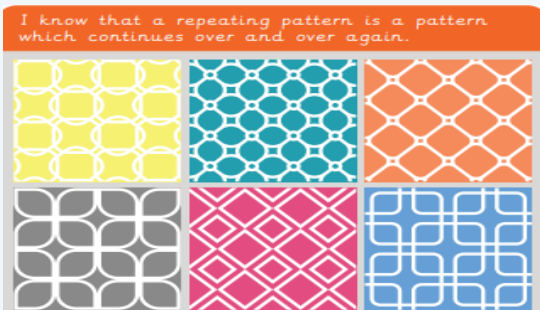
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
To create repeating patterns.	To explore different textures.	To create a picture using collage and frottage.	To create a 3d drawing.	To create a 3d drawing using colour.

Year 2 – Spring 1		Unit 2 – Art and Design Skills		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>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</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>To know 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</li></ul>				
Prior Learning - Year 1				
<b>Drawing</b> - Explore mark making, experiment with drawing lines and use 2D shapes to draw. <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes Lesson</li><li>Sculptures &amp; Collages</li></ul>		<b>Painting</b> - Develop skill and control when painting. Paint with expression. <ul style="list-style-type: none"><li>Art &amp; Design Skills: Painting: Colour Mixing</li><li>Landscapes using different media</li><li>Landscapes</li></ul>		<b>Craft techniques</b> - Learn a range of materials and techniques such as clay-etching, printing and collage. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Printing</li><li>Landscapes</li></ul>
By the end of this unit pupils will have had the opportunity to:				
Drawing	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.			
Painting	Further improve skill and control when painting. Paint with creativity and expression.			
Craft techniques	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.			
Progression through the art curriculum				
	Year 3	Year 4	Year 5	Year 6
Drawing	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Craft &amp; Design</li><li>Prehistoric Art</li></ul>	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li></ul>	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li><li>Design For a Purpose</li></ul>	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Make My Voice Heard</li><li>Still Life</li></ul>
Painting	Increase skill and control when painting. Apply greater expression and creativity to own paintings. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>	Develop skill and control when painting. Paint with expression. Analyse painting by artists. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Every Picture Tells a Story</li></ul>	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li></ul>	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Make My Voice Heard</li><li>Still Life</li></ul>
Craft techniques	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Craft &amp; Design</li><li>Prehistoric Art</li><li>Craft</li></ul>	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. <ul style="list-style-type: none"><li>Formal Elements: Texture and Pattern: Playdough Printing</li><li>Art &amp; Design Skills: Design: Optical Illusions</li></ul>	Create mixed media art using found and reclaimed materials. Select materials for a purpose. <ul style="list-style-type: none"><li>Formal Elements</li><li>Design For Purpose</li></ul>	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <ul style="list-style-type: none"><li>Art &amp; Design Skills: Craft</li><li>Still Life</li><li>Photography</li></ul>



Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know that a repeating pattern is a pattern which continues over and over again.</li> <li>• I know that I can draw for fun.</li> <li>• I know a sketch is a light, fast drawing.</li> <li>• I know how to hold a paintbrush so I can control when painting.</li> <li>• I know that clay is a material that can only be used when its flexible and wet.</li> <li>• I know how to load a paintbrush with the correct amount of paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Further improve skill and control when painting.</li> <li>• Paint with creativity and expression.</li> <li>• Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay</li> <li>• Mix, apply and refine colour mixing for purpose using wet and dry media.</li> <li>• Describe their colour selections</li> <li>• Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> <li>• Draw lines with increased skill and confidence. Use line for expression when drawing portraits</li> <li>• Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns.</li> <li>• Create patterns of their own.</li> <li>• Compose geometric designs by adapting the work of other artists to suit their own ideas.</li> <li>• Identify and describe different textures.</li> <li>• Select and use appropriate materials to create textures.</li> <li>• Use artist sources to develop their own original artwork.</li> </ul>

### Subject knowledge and teaching guidance



### Key Assessments



- Do pupils understand the properties of clay and how to impress patterns?
- Can pupils shade using a range of tones?
- Can pupils hold a brush correctly and with confidence?

## Artist Work Looked At



## Key vocabulary and definitions



Air drying clay	Clay which does not need to be fired to dry it.
Ceramics	Pottery such as plates, bowls and vases which could be made from clay.
Concentric circles	Circles that all have the same centre. They fit inside each other and are the same distance apart all the way around.
Repeating pattern	A repeated design or sequence which creates a pattern.
Score	To gently scratch or cut into a surface.
Sketch	A rough first drawing which helps you to plan your work.
Slip	A thick mixture of water and clay used to join pieces of clay together.
Tone	The lightness or darkness of something.

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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To use my hands as a tool for making.	To learn to weave.	To design Clarice Cliff's Circle Trees.	To explore the use of tones in shading.	To develop painting skills.	To experience drawing for pleasure.
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Year 2 – Spring 2		Unit 3 -Human form		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>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</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>To know 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</li></ul>				
Cross Curricular links				
<ul style="list-style-type: none"><li>PE - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>Science- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>				
Prior Learning - Year 1				
<b>Drawing</b> - Explore mark making, experiment with drawing lines and use 2D shapes to draw. <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes</li><li>Sculptures &amp; Collages</li></ul>		<b>Craft techniques</b> - Learn a range of materials and techniques such as clay-etching, printing and collage. <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes</li></ul>		<b>Form</b> - Learn about form and space through making sculptures and developing language. <ul style="list-style-type: none"><li>Art &amp; Design Skills: Experimenting with Media</li><li>Sculptures &amp; Collages</li></ul>
By the end of this unit pupils will have had the opportunity to:				
<b>Drawing</b>	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.			
<b>Painting</b>	Further improve skill and control when painting. Paint with creativity and expression.			
<b>Form</b>	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.			
Progression through the art curriculum				
	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Craft &amp; Design</li><li>Prehistoric Art</li></ul>	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li></ul>	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li><li>Design For a Purpose</li></ul>	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Make My Voice Heard</li><li>Still Life</li></ul>
<b>Craft techniques</b>	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Craft &amp; Design</li><li>Prehistoric Art</li><li>Craft</li></ul>	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. <ul style="list-style-type: none"><li>Formal Elements: Texture and Pattern: Playdough Printing</li><li>Art &amp; Design Skills: Design: Optical Illusions</li></ul>	Create mixed media art using found and reclaimed materials. Select materials for a purpose. <ul style="list-style-type: none"><li>Formal Elements</li><li>Design For Purpose</li></ul>	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <ul style="list-style-type: none"><li>Art &amp; Design Skills: Craft</li><li>Still Life</li><li>Photography</li></ul>
<b>Form</b>	Further develop their ability to describe 3D form in a range of materials, including drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists’ use of form.

	• Art & Design Skills	• Art & Design Skills	• Every Picture Tells a Story	• Art & Design Skills • Still Life
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
<ul style="list-style-type: none"><li>• I know that a self-portrait means to make a drawing of my own face.</li><li>• I know that that a collage means to make a piece of work from a collection of materials.</li><li>• I know a sculpture is a 3d piece of art work.</li><li>• I know that symbolism means when one object stands in front of another.</li><li>• I know that Julian Opie is a British artist.</li><li>• I know that Edwina Bridgeman is a craftsperson who makes figures from objects.</li></ul>		<ul style="list-style-type: none"><li>• Further improve skill and control when painting.</li><li>• Paint with creativity and expression.</li><li>• Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay</li><li>• Mix, apply and refine colour mixing for purpose using wet and dry media.</li><li>• Describe their colour selections</li><li>• Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li><li>• Draw lines with increased skill and confidence. Use line for expression when drawing portraits</li><li>• Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns.</li><li>• Create patterns of their own.</li><li>• Compose geometric designs by adapting the work of other artists to suit their own ideas.</li><li>• Identify and describe different textures.</li><li>• Select and use appropriate materials to create textures.</li><li>• Use artist sources to develop their own original artwork.</li></ul>		
Subject knowledge and teaching guidance				
<div><div><p>I know that a self-portrait means to make a drawing or painting of my own face.</p><p>I know that a person can be called beautiful because of the way they behave and treat other people.</p><p>I know that beauty can be found in many different things and in people who all look different.</p><p>I know that a skull can symbolise death.</p></div><div><p>I know that collage means to make a piece of artwork from a collection of materials or objects.</p></div></div>				
Key Assessments				
<ul style="list-style-type: none"><li>• Can pupils draw a basic outline and decorate using a pattern?</li><li>• Can pupils create a face collage using materials, ensuring everything is in proportion?</li></ul>				

- Can children recall key facts about Julian Opie?

## Artist Work Looked At



**Julian Opie**  
A modern, visual artist from Britain.

**Edwina Bridgeman**  
A modern artist from Britain who makes mixed media artworks from objects.

**Damien Hirst**  
A modern artist from Britain.

For the Love of God, 2007. Artwork © Damien Hirst and Science Ltd. All rights reserved, DACS/Artimage 2020. Photo: Prudence Cuming Associates Ltd

## Key vocabulary and definitions

Choreograph	To plan, arrange and put together.
Collaboration	Group work, jointly making one piece of artwork.
Contemporary	The art of today, produced in the second half of the 20th century or in the 21st century.
Day of the Dead	A Mexican holiday to celebrate the dead.
Mixed media	Using lots of different art materials to make one piece of work.
Sculpture	A three dimensional piece of artwork.
Self-portrait	A drawing or painting which the artist makes of their own face.
Symbolism	When one object stands in place of another.

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To create body sculptures.	To draw and decorate a skull.	To draw and decorate a skull.	To create a collage.	To create a self-portrait.



Year 2 – Summer 2			Unit 4 – Sculptures and collages		
National Curriculum Objectives Covered					
<ul style="list-style-type: none"><li>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</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>To know 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</li></ul>					
Cross Curricular links					
<ul style="list-style-type: none"><li>English – Reading - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li></ul>					
Prior Learning - Year 1					
<b>Drawing -</b> <i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> • Formal Elements: • Art & Design Skills: Experimenting with Media • Sculptures & Collages	<b>Painting</b> <i>Develop skill and control when painting. Paint with expression.</i> • Art & Design Skills: Painting: Colour Mixing • Landscapes using different media	<b>Craft techniques -</b> <i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> • Formal Elements • Landscapes	<b>Colour -</b> <i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> • Formal Elements • Art & Design Skills • Landscapes	<b>Form -</b> <i>Learn about form and space through making sculptures and developing language.</i> • Art & Design Skills: Experimenting with Media • Sculptures & Collages	<b>Line -</b> <i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> • Formal Elements
By the end of this unit pupils will have had the opportunity to:					
<b>Drawing</b>	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i>				
<b>Painting</b>	<i>Further improve skill and control when painting. Paint with creativity and expression.</i>				
<b>Craft techniques</b>	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i>				
<b>Colour</b>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i>				
<b>Form</b>	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i>				
<b>Line</b>	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits</i>				
Progression through the art curriculum					
	Year 3	Year 4	Year 5	Year 6	
<b>Drawing</b>	<i>Develop drawing skills by drawing from direct</i>	<i>Draw still life from observation and for mark making. Further develop</i>	<i>Further develop drawing from observation. Draw using</i>	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i>	



	<i>observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Craft &amp; Design</li> <li>• Prehistoric Art</li> </ul>	<i>understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills</li> </ul>	<i>perspective, mathematical processes, design, detail and line.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills</li> <li>• Design For a Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Painting</b>	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Every Picture Tells a Story</li> </ul>	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills</li> </ul>	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Craft techniques</b>	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Craft &amp; Design</li> <li>• Prehistoric Art</li> <li>• Craft</li> </ul>	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none"> <li>• Formal Elements: Texture and Pattern: Playdough Printing</li> <li>• Art &amp; Design Skills: Design: Optical Illusions</li> </ul>	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Design For Purpose</li> </ul>	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> <li>• Photography</li> </ul>
<b>Colour</b>	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> <li>• Craft</li> </ul>	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Every Picture Tells a Story</li> </ul>	<i>Select and mix more complex colours to depict thoughts and feelings.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Every Picture Tells a Story</li> <li>• Design For Purpose</li> </ul>	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>
<b>Form</b>	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>
<b>Line</b>	<i>Express and describe organic and geometric forms through different types of line.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Every Picture Tells a Story</li> </ul>	<i>Extend and develop a greater understanding of applying expression when using line.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Design For Purpose</li> </ul>	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know how to blend colours by mixing at least two colours together.</li> <li>• I know that pastels are soft and light colours.</li> <li>• I know how to mix pastel colours by adding white to primary and secondary colours.</li> <li>• I know that when I mix two primary colours together, I will make a secondary colour.</li> <li>• I know the parts of a face that convey emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Further improve skill and control when painting.</li> <li>• Paint with creativity and expression.</li> <li>• Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay</li> <li>• Mix, apply and refine colour mixing for purpose using wet and dry media.</li> <li>• Describe their colour selections</li> <li>• Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> <li>• Draw lines with increased skill and confidence. Use line for expression when drawing portraits</li> <li>• Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns.</li> <li>• Create patterns of their own.</li> <li>• Compose geometric designs by adapting the work of other artists to suit their own ideas.</li> <li>• Identify and describe different textures.</li> <li>• Select and use appropriate materials to create textures.</li> <li>• Use artist sources to develop their own original artwork.</li> </ul>

### Key Assessments

- Can pupils create different facial expressions?
- Can pupils create a range of colours using painting wash?
- Can pupils show regularity in the pattern using dot printing?
- Can pupils complete a piece that shows a balance between all the medias?

### Subject Knowledge and Teacher Guidance

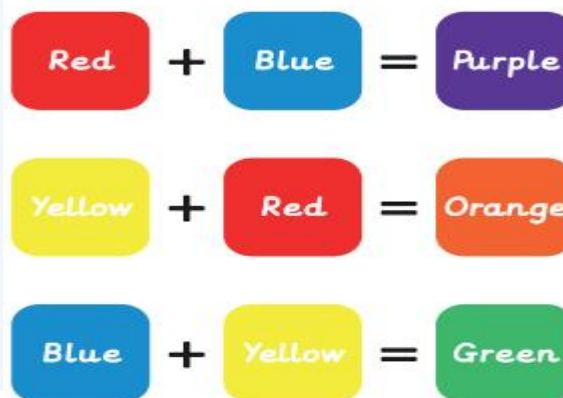
I know how to blend colours by mixing at least two colours together.

I know that pastel colours are soft and light colours.



I know how to mix pastel colours by adding white to primary and secondary colours.

I know that when I mix two primary colours together, I will make secondary colours.



Facial features are the parts of a person's face such as their nose, eyes and mouth.



## Artist Work Looked At



### Roy Lichtenstein

An American artist, he was a leading figure in the Pop Art movement.

### Leo Baxendale

An English cartoonist who created characters for the 'Beano' comic.

## Key vocabulary and definitions

Blend	To gradually and gently join two colours, tones or images together
Cartoon	An illustration or animated film designed to be funny.
Colour wash	A very light layer of colour usually using ink or paint.
Comic	A series of drawings which tell an amusing story.
Dot matrix	A series of dots to create the effect of a colour or tone.
Illustrator	An artist who draws pictures for books.
Pop Art	A simple style using bright colours and everyday objects.
Sculpture	A 3D (solid) piece of artwork.

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To create a 3d human form.	To draw faces that express different emotions.	To create an abstract piece of art.	To create an abstract piece of art.	To create an abstract piece of art.