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| **Art & Design**  **(Year 2 Scheme)** | | |
| **Term 1**  **Art: Drawing – telling a story**  Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings. | | |
| Vocab | Knowledge | Objectives |
| Charcoal  Cross-hatching  Scribbling  Concertina  Expression  Stippling  Illustrations  Illustrator | Suggest ways to draw a word through marks.  Use relevant language to describe how an object feels.  Suggest ways to create different textures through drawn marks.  Freely experiment with different tools, receiving encouragement when needed.  Describe and then draw shapes that make up an object.  Use good observational skills to add details to their drawing.  Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes.  Develop sketches into a character, with some support, adding details to enhance their character.  Demonstrate an understanding of how drawing facial features in different ways conveys expressions.  Recount a story and select key events to draw. Create scenes from their own imagination, with some support. | 1.To develop a range of mark making techniques.  2. To explore and experiment with mark-making to create textures.  3. To develop observational drawing.  4. To understand how to apply expressions to illustrate a character.  5. To develop illustrations to tell a story. |
| **Term 2**  **Art: Painting and Mixed Media – Life in colour**  Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. | | |
| Vocab | Knowledge | Objectives |
| Collage  Mixing  Overlap  Surface  Texture  Secondary Colour | Name the primary and secondary colours.  Talk about the colour changes they notice and make predictions about what will happen when two colours mix.  Describe the colours and textures they see.  Try different tools to recreate a texture and decide which tool works best.  Show they can identify different textures in a collaged artwork.  Apply their knowledge of colour mixing to match colours effectively.  Choose collage materials based on colour and texture.  Talk about their ideas for an overall collage.  Try different arrangements of materials, including overlapping shapes.  Give likes and dislikes about their work and others’.  Describe ideas for developing their collages. Choose materials and tools after trying them out. | 1. To develop knowledge of colour mixing.  2. To know how texture can be created with paint.  3. To use paint to explore texture and pattern.  4. To compose a collage, choosing and arranging materials for effect.  5. To evaluate and improve artwork. |
| **Term 3**  **Art: Craft and Design: Map it out**  Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief. | | |
| Vocab | Knowledge | Objectives |
| Abstract  Composition  Curator  Fibre  Negative print  Pattern  Stained glass | Sort map images into groups, explaining their choices.  Draw a map of their journey to school, including key landmarks and different types of mark-making.  Follow instructions to make a piece of felt that holds together and resembles their map.  Decide how to place ‘jigsaw’ pieces to create an abstract composition.  Make choices about which details from their map to include in a stained glass.  Cut cellophane shapes with care and arrange them into a pleasing composition.  Design a print with simple lines and shapes, making improvements as they work.  Follow a process to make and print from a polystyrene tile.  Choose a favourite artwork, justifying their choice.  Annotate their favourite artwork with relevant evaluation points.  Take an active part in decisions around how to display their artworks in the class gallery. | 1. To investigate maps as a stimulus for drawing  2. To learn and apply the steps of the felt-making process.  3. To experiment with a craft technique to develop an idea.  4. To develop ideas and apply craft skills when printmaking.  5. To present artwork and evaluate it against a design brief. |