|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 2:  **DRAWING**  **Line, Tone, Pattern, Texture** | | | |
| National Curriculum: | Knowledge: | | Key Questions: |
| 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.  To be taught 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. | Substantive Knowledge   * Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw * Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw   Implicit Knowledge/Skills   * Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw * Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen Explore & Draw, Be an Architect * Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw, Music & Art, Explore Through Monoprint * Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw, Music & Art * Make drawings inspired by sound. Music & Art | | * How are artists inspired by their environment? * What have you collected from your environment? Why? How does it inspire you? * What is continuous line drawing? * How does continuous line drawing help you become a better artist? (Encourages you to look more closely at what you are drawing – benefits observational skills). * What shapes can you see? * What difference do grades of pencil make? * Can you make different marks/patterns? * Can you identify the dark/light areas of the object? How will you show these in your drawing? * How do different surfaces affect your drawing? * How will you position your drawing on the paper? * What does composition mean? |
| **Previous learning**  **Year 1**  Substantive Knowledge   * Understand drawing is a physical activity. Spirals * Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.   Making Birds  Implicit Knowledge/Skills   * Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals * Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals * Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds, Flora & Fauna   Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking, Flora & Fauna | **Next learning**  **In Year 3 pupils will be taught to:**  Substantive Knowledge   * Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal * Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal * Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal * Understand that animators make drawings that move.   Implicit Knowledge/Skills   * Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal * Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal * Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal * Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint * Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings | | |
| Key Vocab: | | | |
| Explore, collect, re-see, imagine, curious, present, re-present, arrange, composition, photograph, focus, light, shade, colour, pattern, observational, drawing, close study, draw slowly, intention, pressure, line, mark, page, sense of touch, wax resist, graphite, pencil, mark making, line, tone, shape, reflect, present, share, discuss, feedback. | | | |
| Purpose/Visual Literacy/Articulation | | | |
| Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover things for ourselves.  Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.  Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 | | Reflect upon the artists’ work and share your response verbally (“I liked…”).  Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).  Talk about intention.  Share responses to classmates’ work, appreciating similarities and differences.  Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2 | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 2:  **PAINTING**  **Colour, Value, Form, Composition** | | | |
| National Curriculum: | Knowledge: | | Key Questions: |
| 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.  To be taught 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. | Substantive Knowledge   * Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting * Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting * Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting, Music & Art * Understand the concept of still life. Expressive Painting   Implicit Knowledge/Skills   * Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. Expressive Painting * Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting | | * Can you name the primary colours? * Can you name the secondary colours? * How can we lighten/darken a colour? * What type of paint are you using? (watercolour, acrylic etc) * Which paintbrush will you use? Why? * Can you explain what a still life painting is? * What is expressionism in art? * What does abstract mean? * How do the old masters, Van Gogh and Cezanne, use brushwork in expressive paintings? |
| **Previous learning:**  **Year 1**  Substantive Knowledge   * Understand watercolour is a media which uses water and pigment. Exploring Watercolour * Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour   Implicit Knowledge/Skills   * Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour * Paint without a fixed image of what you are painting in mind. Exploring Watercolour * Respond to your painting and try to “imagine” an image within. Exploring Watercolour * Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour | **Next Learning**  **In Year 3 pupils will be taught to:**  Substantive Knowledge   * Understand that we can create imagery using natural pigments and light. Telling Stories * Understand that paint acts differently on different surfaces. Cloth, Thread, Paint * Understand the concept of still life and landscape painting. Cloth, Thread, Paint   Implicit Knowledge/Skills   * Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories * Continue to develop colour mixing skills. Cloth, Thread, Paint, Natural Materials * Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint * Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. Natural Materials * Option to use light to create imagery by exploring anthotype or cyanotype. Natural Materials | | |
| Key Vocab: | | | |
| Gesture, gestural, mark making, loose, evocative, emotion, intention, exploration, reaction, response, personal, imagination, energy, impression, colour, life, shape, form, texture, line Primary Colours (red, yellow, blue), Secondary Colours (green, purple, orange), tints, hues, medium, surface, texture, impasto brush, mark making tools, palette knife, home-made tools, abstract, explore, invent, discover, reflect, focus, detail, dissect, imagine, still life, line, rhythm, composition, positive shapes, negative shapes, present, share, reflect, discuss, feedback. | | | |
| Purpose/Visual Literacy/Articulation | | | |
| Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover things for ourselves.  Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.  Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 | | Reflect upon the artists’ work and share your response verbally (“I liked…”).  Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).  Talk about intention.  Share responses to classmates’ work, appreciating similarities and differences.  Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2 | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 2:  **3D/MIXED MEDIA**  **Making, Collage** | | | |
| National Curriculum: | Knowledge: | | Key Questions: |
| 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.  To be taught 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. | **Making**  Substantive Knowledge   * Understand the role of an architect. Be an Architect * Understand when we make sculpture by adding materials it is called Construction. Be an Architect, Stick Transformation Project.   Implicit Knowledge/Skills   * Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect * Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect, Stick Transformation Project, Music & Art * Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project   **Collage**  Substantive Knowledge   * Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw   Implicit Knowledge/Skills   * Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw * Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw, Music & Art | | * How will you support your sculpture? * How will you create surface texture? What techniques and tools will you use? * What texture do you want to create in your collage? How will you achieve this? * What is an architect? * How will your architecture stand? * What is the purpose of your architecture? * Who is your structure made for? |
| **Previous learning**  **Year 1**  **Making**  Substantive Knowledge   * Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making, Making Birds * Understand the meaning of “Design through Making” Playful Making, Making Birds   Implicit Knowledge/Skills   * Use a combination of two or more materials to make sculpture. Playful Making, Making Birds * Use construction methods to build. Playful Making, Making Birds * Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making, Making Birds   **Collage**  Substantive Knowledge   * Understand collage is the art of using elements of paper to make images. Making Birds, Flora & Fauna * Understand we can create our own papers with which to collage. Making Birds, Flora & Fauna   Implicit Knowledge/Skills   * Collage with painted papers exploring colour, shape and composition. Simple Printmaking, Flora & Fauna   Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds | **Next learning**  **In Year 3 pupils will be taught to:**  **Making**  Substantive Knowledge   * Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories * Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories * That clay and Modroc are soft materials which finally dry/set hard.  [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) * An armature is an interior framework which support a sculpture.  [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) * Understand that articulated drawings can be animated. Animated Drawings   Implicit Knowledge/Skills   * Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.  [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) * Make an armature to support the sculpture.  [Telling Stories](https://www.accessart.org.uk/telling-stories-through-making/) * Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings   **Collage**  Substantive Knowledge   * Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour   Implicit Knowledge/Skills   * Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour | | |
| Key Vocab: | | | |
| Architect, architecture, designer, maker, model, scale, response, imagination, experience, three dimensional, form, structure, wall, floor, window, door, roof, relationship with area, community, response, react, colour, shape, line, pattern, model making, design through making, balance, experience, construct, construction, tool, element, present, share, reflect, discuss, feedback, photograph, film, focus, lighting, composition, angle, perspective, play, fasten, materials, texture. | | | |
| Purpose/Visual Literacy/Articulation | | | |
| Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover things for ourselves.  Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.  Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 | | Reflect upon the artists’ work and share your response verbally (“I liked…”).  Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).  Talk about intention.  Share responses to classmates’ work, appreciating similarities and differences.  Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2 | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 2:  **PRINTMAKING** | | | |
| National Curriculum: | Knowledge: | | Key Questions: |
| 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.  To be taught 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. | Substantive Knowledge   * Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint   Implicit Knowledge/Skills   * Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint | | * What is a monoprint? * What is background? * What is foreground? * Which colours work well together? * Are you happy with your design? What worked well? * What could you change to achieve a better/clearer print? |
| **Previous learning**  **Year 1**  Substantive Knowledge   * Understand prints are made by transferring an image from one surface to another. Simple Printmaking * Understand relief prints are made when we print from raised images (plates). Simple Printmaking   Implicit Knowledge/Skills   * Use hands and feet to make simple prints, using primary colours. Simple Printmaking * Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking * Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking | **Next learning**  **In Year 3 pupils will be taught to:**  Substantive Knowledge   * Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour * Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour   Implicit Knowledge/Skills   * Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour | | |
| Key Vocab: | | | |
| Close looking, pausing, seeing & understanding, listening, reacting, thinking, considering, mark making, pressure, line, speed, fast, slow, experiment, explore, represent, impression, try, graphite, handwriting pen, soft B pencil, coloured pencils, chalk, soft pastel, oil pastel, focus, careful, considered, life size, scale, shape, form, light, dark, shadow, ground, crit, share, reflect, feedback, respond, Mono Print, Mono Type, carbon paper, colour mixing, secondary colours: green, orange, purple pattern, sequence, picture, image, narrative, story, imagination, invent, discover, present, reflect, discuss, share, feedback. | | | |
| Purpose/Visual Literacy/Articulation | | | |
| Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover things for ourselves.  Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.  Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 | | Reflect upon the artists’ work and share your response verbally (“I liked…”).  Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).  Talk about intention.  Share responses to classmates’ work, appreciating similarities and differences.  Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2 | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Year 2:  **SKETCHBOOKS**  **Explore, Develop, Document** | | | |
| National Curriculum: | Knowledge: | | Key Questions: |
| 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.  To be taught 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. | Substantive Knowledge   * Continue to build understanding that sketchbooks are places for personal experimentation. * Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 2 * Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw   Implicit Knowledge/Skills   * Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw   Work in sketchbooks to:   * Explore the qualities of different media. Explore & Draw, Explore Through Monoprint, Be an Architect, Music & Art * Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw, Explore Through Monoprint * Explore colour and colour mixing. Expressive Painting, Music & Art * Make visual notes about artists studied. Explore & Draw, Explore Through Monoprint, Be an Architect, Music & Art | | * Are you pleased with your work? What do you like about it? * How could you improve your work? What would you do differently? * Which colours have you used? * What patterns did you use? * How have you used your sketchbook to show your ideas? * What do you like about your friend’s work? |
| **Previous learning**  **Year 1**  Substantive Knowledge   * Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals   Implicit Knowledge/Skills   * Personalise a sketchbook. Spirals   Use sketchbooks to:   * Test out printmaking ideas. Simple Printmaking * Develop experience of primary and secondary colours Spirals, Simple Printmaking, Exploring Watercolour, Flora & Fauna * Practice observational drawing Spirals, Simple Printmaking, Flora & Fauna, Making Birds * Explore mark making Spirals, Simple Printmaking, Flora & Fauna, Exploring Watercolour, Making Birds | **Next learning**  **In Year 3 pupils will be taught to:**  Substantive Knowledge   * Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 * Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3 * Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3   Implicit Knowledge/Skills  Work in sketchbooks to:   * Explore the qualities of charcoal. Gestural Drawing with Charcoal * Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal, Working with Shape & Colour, Telling Stories, Cloth, Thread, Paint, Animated Drawings, Natural Materials * Develop mark making skills. Gestural Drawing with Charcoal, Working with Shape & Colour, Telling Stories, Cloth, Thread, Paint, Animated Drawings * Brainstorm animation ideas. Working with Shape & Colour, Animated Drawings, Natural Materials * Experiment with pigments created from the local environment. Natural Materials | | |
| Purpose/Visual Literacy/Articulation | | | |
| Understand artists take their inspiration from around them, collecting and transforming.  Understand that in art we can experiment and discover things for ourselves.  Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.  Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 | | Reflect upon the artists’ work and share your response verbally (“I liked…”).  Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).  Talk about intention.  Share responses to classmates’ work, appreciating similarities and differences.  Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2 | |
|  |  |  |  |

|  |
| --- |
| Suggested Artists by Topic |
| **Explore and Draw**: Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.  **Exploring the World through Mono Print**: Xgaoc’o Xare  **Be an Architect**: Hundertwasser, Zaha Hadid, Heatherwick Studios  **Expressive Painting**: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne  **Stick Transformation Project**: Chris Kenny  **Music and Art**: Kandinsky |