



Year 2

ART & DESIGN

Curriculum Intent

Through studying art at Walton Oak, pupils will gain the knowledge and skills to express themselves through creating their own art, crafts and designs. By encouraging children to experiment and invent, learning through art will help to build their resilience and belief in themselves as successful artists. They will develop their own tastes and an appreciation of different forms of art, different artists and recognize how techniques and materials have changed over time. They will know how art and design reflects the changes in our history and culture.

Themes:

1. Knowledge of artists

Studying artists work, techniques and styles, making comparisons and describing differences

2. Making

Exploring a range of techniques – drawing, creating colour, painting

3. Generating Ideas

Creating original artwork, use of sketchbooks, inspiration from others, observations

4. Formal Elements – Knowledge and Understanding

Colour, Form, Shape, Tone, Texture, Pattern

5. Evaluating own and others' work

Experimenting and refining work, evaluating others

ART & DESIGN: CORE STUDY FOR YEAR TWO

1. Knowledge of artists: Studying artists work, techniques and styles, making comparisons and describing differences			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know that different artists use different styles, techniques, and tools. ● Recognise that artists are often inspired by nature, culture, or history. ● Understand that some artists (e.g. Goldsworthy) work outdoors using natural materials. ● Know that different cultures express themselves through traditional and modern art forms (e.g. Tinga Tinga). ● Recognise historical and cultural influences in artist work (e.g. Merian's botanical drawings). ● Identify that art can tell a story or reflect a belief. 	<ul style="list-style-type: none"> ● Name key Year 2 artists and describe their style or subject matter. ● Identify features of an artist's work (e.g. Goldsworthy uses leaves/stones). ● Discuss similarities/differences between artists and their work. ● Make simple links between the artist's background and their artwork. ● Sort and match works to correct artists using style clues. ● Reflect on how an artist's work inspires their own. 	<ul style="list-style-type: none"> ● artist ● nature ● culture ● sculpture ● traditional ● detailed ● storytelling ● symbol ● influence 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Maria Sibylla Merian – nature drawings and insect studies. ● Andy Goldsworthy – land art using natural materials. ● Kenojuak Ashevak – Inuit printmaking, birds and symmetry. ● Brianna McCarthy – bold collage portraits. ● Tinga Tinga Art – traditional African painting style.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Compare and contrast two or more artists' influences and techniques. ● Make predictions about the meaning of a new piece based on artist style. ● Recognise recurring themes in an artist's work (e.g. animals, nature). ● Begin to explore how an artist's culture or environment impacts their art. ● Express personal responses with explanation ("I like this artist because..."). ● Identify an artwork's origin or artist with visual evidence. 			

ART & DESIGN: CORE STUDY FOR YEAR TWO

2. Making: Exploring a range of techniques – drawing, creating colour, painting, printing, 3D/textiles, collage			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to use drawing tools for detail and texture. ● Understand the concept of mixed media (e.g. collage + drawing). ● Know that printing uses repeating shapes or designs. ● Understand how to layer materials for collage and sculpture. ● Recognise different brush strokes and tools used for painting effects. ● Know the difference between permanent and temporary sculpture. ● To link colours to natural and man-made objects. ● To describe how other artists, craft makers and designers have used colour, pattern and shape. 	<ul style="list-style-type: none"> ● Use fine motor control for detailed drawings (e.g. observational work). ● Experiment with tones using pencils, chalk or charcoal, developing the ability to blend colours. ● Print repeated shapes and patterns using stamping or press techniques. ● Build with natural materials (sticks, leaves) to form 3D structures. ● Paint with control and awareness of background/foreground. ● Cut and layer papers with purpose for portrait or shape collage. ● Combine drawing and collage/painting in a single piece. ● Mix primary colours more accurately to produce a particular secondary colour 	<ul style="list-style-type: none"> ● Print ● repeat ● press ● layer ● mix ● sculpt ● texture ● blend ● tone ● primary colours ● secondary colours ● arrange ● natural ● outline ● Drawing tools <ul style="list-style-type: none"> → pencil → graphite → chalk → charcoal → twigs → feathers 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Drawing (Merian) ● Printing (Ashevak) ● Sculpture (Goldsworthy) ● Collage (McCarthy) ● Painting (Great Fire) ● Tinga Tinga (patterned animals).
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Mix and blend colours with increasing precision (e.g. to match reference). ● Refine brush techniques (stippling, dabbing, washing). ● Experiment with printing using different objects and materials. ● Combine multiple materials and techniques in one composition. ● Reflect and refine during making (e.g. adjust layout or colour choice). 			

ART & DESIGN: CORE STUDY FOR YEAR TWO

3. Generating Ideas: Creating original artwork, use of sketchbooks, inspiration from others, observations			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Understand the importance of planning before making art. ● Know that artists gather reference materials to inspire their work. ● Recognise that sketchbooks are a place to practise and record ideas. ● Understand that drawings don't have to be final – they can be developed. ● Know that colour and composition choices can change mood. ● Understand how to develop a visual idea step-by-step. 	<ul style="list-style-type: none"> ● Use Art books to test materials, shapes, textures. ● Plan a piece based on observation, research or personal experience. ● Develop a drawing into a painting, print or collage. ● Choose suitable materials for an intended effect. ● Talk about the inspiration behind their ideas. ● Start to reflect on what they could add or change before starting. ● Develop a sense of ownership over Art book. ● 	<ul style="list-style-type: none"> ● plan ● sketch ● idea ● explore ● develop ● mood ● test ● revise ● change ● create ● observe ● question 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Observation drawing (insects, nature) ● Artwork planning (Tinga animals, Great Fire scenes) ● Artist-style exploration in sketchbooks. ● To generate ideas by looking at other artists work.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use labelled drawings to plan compositions or sculptures. ● Choose between multiple approaches to develop an idea. ● Gather personal reference materials (e.g. leaf, object photos). ● Plan and sequence steps before starting a final piece. ● Revisit and revise an idea based on feedback or new inspiration. 			

ART & DESIGN: CORE STUDY FOR YEAR TWO

4. Formal Elements – Knowledge and Understanding: Colour, Form, Shape, Line, Tone, Texture, Pattern			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Colour: Identify warm/cool colours and complementary colours. ● Form: Understand balance and structure in 3D artworks. ● Shape: Recognise symmetry and use geometric shapes. ● Tone: Begin using tone to create light/dark areas. ● Texture: Explore real vs visual texture. ● Pattern: Recognise radial and repeated patterns. 	<ul style="list-style-type: none"> ● Create tone using pencil pressure and shading techniques. ● Drawing lines with increased skill, awareness and control. ● Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created ● Use a range of materials to create texture in collage/sculpture. ● Mix colours to show light/dark effects (e.g. flames in fire painting). ● Mix primary colours to create secondary colours (paint and pastels) ● Creating 3D drawings using different shading techniques ● Use shape and pattern when designing prints or characters. ● Construct 3D shapes from natural and recycled materials. ● Identify and apply symmetry in design. 	<ul style="list-style-type: none"> ● colour ● tone ● shade ● contrast ● pattern ● form ● structure ● balance ● warm ● cool ● radial ● texture ● line ● Horizontal ● Vertical ● Crosshatched ● Wavy 	<ul style="list-style-type: none"> ● Colour mixing (painting activities). ● Colour explored through McCarthy and Tinga Tinga. ● Shape work through Merian, Ashevak and collage composition ● Form and texture explored in Goldsworthy sculptures. ● Pattern in Tinga Tinga and Ashevak prints. ● Tone explored in Fire painting.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Explore tint and shade to show depth. ● Plan and balance compositions for impact. ● Use form, space and shape intentionally in 3D design. ● Combine elements (tone + pattern + texture) to express ideas. ● Analyse the formal elements in peer or artist work. 			

ART & DESIGN: CORE STUDY FOR YEAR TWO

5. Evaluating own and others' work: Experimenting and refining work, evaluating others.			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know that reflection improves artwork. ● Understand how to describe what works well or could change. ● Know that opinions about art are personal and valid. ● Recognise that different choices lead to different effects. ● Understand that feedback can come from self, peers, or teachers. 	<ul style="list-style-type: none"> ● Describe how they made their work and what they like about it. ● Suggest at least one improvement or change. ● Listen to others' opinions respectfully. ● Reflect on what they might do differently next time. ● Use simple art vocabulary in evaluations. ● Begin to identify what is successful in peer work. 	<ul style="list-style-type: none"> ● improve ● change ● reflect ● feedback ● opinion ● successful ● effect ● respond ● like ● different 	<ul style="list-style-type: none"> ● Post-project reflection sessions. ● Peer critique activities using sentence starters. ● Evaluating artist work with simple guiding questions. ● "Gallery walks" or class displays with verbal feedback.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use formal vocabulary when evaluating (e.g. "The texture makes it feel rough.") ● Independently revise artwork after reflecting. ● Offer constructive feedback to peers using art language. ● Discuss how a choice (e.g. colour) affects meaning or mood. ● Compare their work to artists studied. ● Write or draw evaluations in sketchbooks or on labels. 			