**Art and Design Curriculum 23-24**

**Year 2**

**KS1**

* 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
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* 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.

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Drawing – Natural Objects | **Unit Title:** Printing and Collage - natural objects | **Unit Title:** Colour – Expressing mood |
| **Artist:**  Henri Matisse | **Artist:**  Henri Matisse | **Artist:**    <http://www.liverpoolmetrocathedral.org.uk/> |
| **Prior Knowledge:**   * To know how to make different marks with fingers. * To know how to hold a pencil. * To know how to draw an enclosed shape with a pencil. * To know how to make a representation of a subject using a pencil.   **Prior Vocabulary:**  Draw, line, shape, mark, pencil, hold, | **Prior Knowledge:**   * To know how to make different marks with fingers. * To know how to hold a pencil. * To know how to draw an enclosed shape with a pencil. * To know how to make a representation of a subject using a pencil. * To know a variety of marks that can be made with a pencil. * To know a variety of marks that can be made with charcoal and chalk. * To know the name of the artist Henri Matisse. * To know that Matisse was a French artist born in 1869.   To know that Matisse was known for both his use of colour and his fluid and original drawings.  **Prior Vocabulary:**  Draw, line, shape, mark, pencil, hold, objects, size, round, straight, curved, soft, hard, light, dark, group, fluid, continuous line. | **Prior Knowledge:**   * To know the difference between primary and secondary colours. * To know how to mix secondary colours. * To know which colours complement each other. * To know how to use imagination to create a composition inspired by a theme. * To know how to explore the theme of mood using colour.   **Prior Vocabulary:**  Shape, size, round, straight, curved, soft, hard, light, dark, colour, primary, secondary, complementary, design, experiment, exploration, effect, composition, imagination. |
| **Skills:**   * How to make different marks with a pencil. * How to make different marks with charcoal and chalk. * How to identify different shapes. * How to draw a group of objects. * How to consider shape and scale in a drawing. * How to create a fluid drawing with one line. * How to consider positioning and proportion when creating a drawing. * How to consider characteristics/ features carefully to create an accurate representation. * How to use observational skills to create an accurate drawing. * How to select appropriate techniques for different parts of a drawing. | **Skills:**   * How to create a relief drawing on foam. * How to print an image from a drawn design. * How to create a print using two different colours (background and foreground). * How to select colours that complement each other. * How to identify primary and secondary colours. * How to mix secondary colours. * How to print with control in order to create a clear image. * How to reflect on your own and others artwork in order to improve. | **Skills:**   * How to represent mood using colour. * How to experiment with light and colour. * How to work with others to create a final design. * How to use images for inspiration to create a piece of artwork on a theme. * How to use your imagination to create a final composition.   How to select appropriate colours for a desired effect. |
| **Knowledge:**   * To know a variety of marks that can be made with a pencil. * To know a variety of marks that can be made with charcoal and chalk. * To know the name of the artist Henri Matisse. * To know that Matisse was a French artist born in 1869. * To know that Matisse was known for both his use of colour and his fluid and original drawings. | **Knowledge:**   * To know the difference between primary and secondary colours. * To know how to mix secondary colours. * To know which colours complement each other. * To recognise the painting ‘Basket with Oranges’ by Matisse. * To know how to create a relief print by drawing in foam. * To understand that the print will be a mirror image of the design. * To understand that printing is a great way to create multiples of the same image. | **Knowledge:**   * To recognise Liverpool Metropolitan Cathedral. * To know the effect of light passing through different coloured materials. * To know how to create a stained glass effect using tissue paper. * To know how to represent different moods using colour. |
| **Key moments in sketchbook:**   * Artist research pages. * Exploring mark-making with pencils. * Exploring mark-making with charcoal and chalk. * Exploring drawing on different surfaces. * Drawings of different still life groups of natural objects.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:**   * Artist research pages. * Exploring mark-making and printing. * Exploring colour theory and mixing. * Exploring printing on different surfaces. * Prints combining 2 colours (background and foreground).     NB -Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:**   * Research pages on colour. * Research pages on Liverpool Metropolitan Cathedral. * Research pages on the theme of colour and mood. * Exploring different colours and light passing through them. * Drawings of different stained glass windows. * Drawings of designs for a final piece.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. |
| **Final artwork:**  Individual still life drawing using a mixture of pencil, charcoal and chalk - A4 size | **Final artwork:**  3 x A5 prints on a painted background. | **Final artwork:**  Collaborative piece incorporating stained glass effects and natural light. This space will be used for quiet time in the classroom. |
| **Key Vocabulary:**  Objects, size, round, straight, curved, soft, hard, light, dark, group, fluid, continuous line. | **Key Vocabulary:**  Print, printing, mirror-image, colour, primary, secondary, paint, mix, complementary, design, multiple, relief print, mark-making, mixing, experiment. | **Key Vocabulary:**  Stained glass, architect, design, collaborate, light, translucent, mood, represent, interpret. |
| **Curriculum links:**  English – Harvest  RE – Harvest  Maths – key vocab | **Curriculum links:**  Maths – shape | **Curriculum links:**  RE – Why is the church a special place? |