**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.
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| **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 – HarvestRE – HarvestMaths – key vocab | **Curriculum links:**Maths – shape | **Curriculum links:**RE – Why is the church a special place? |