







Art Long Term Plan Hadrian Y2








Y2 Art			
National Curriculum Objectives KS1		Key Assessment Questions for Y2	
<p>Pupils should be taught: 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.</p>		<p>Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> •Tell me about that you are making •What might you do next? •Which materials might you use? •What have you discovered? •Tell me about what you have made •What would you like to explore more of? <p style="color: #FF00FF;">Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>	
Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing
	<p>Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p>	<p>Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p>




	to experiment, collecting, sticking, writing notes...	Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? 			
<p>Progression</p> 	<p align="center">By the end of Year 2 Children should be able to...</p> <p align="center">Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas Use drawing to record and discover ideas and experiences</p>				
<p>Teacher Subject Knowledge</p> 	<p align="center">Teachers should:</p> <p align="center">Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook) Let pupils <i>discover and share</i> for themselves</p>				
<p>Cross Curricular Links</p> 					
<p>Making</p>	<p align="center">Sketchbooks All year</p>	<p align="center">Drawing Autumn Term</p>	<p align="center">Painting</p>	<p align="center">Printing and Collage</p>	<p align="center">Printmaking</p>
	<p>Make simple sketchbooks as a way to create</p>	<p>Develop mark-making skills through experimentation with</p>	<p>Continue to mix colours experientially</p>	<p>Explore simple mono printing techniques using carbon paper, using observational</p>	<p>Explore simple printmaking. For example using plasticine, found materials or quick</p>

	<p>ownership from offset making elastic band sketchbooks</p> <p>Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper. taking ownership of sketchbooks</p> <p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones. drawing exercises</p>	<p>various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings</p> <p>Use drawings as basis for collage minibeast project</p>	<p>(i.e. encourage pupils to "try and see")</p> <p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project e.g Inspired! and exploring colour and paint!</p> <p>Explore painting on different surfaces, such as fabric and different scales dressing up as fossils</p> <p>Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel colour mixing in drawing project or plasticine painting with plasticine</p>	<p>drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3) e.g. Monoprinting with oil pastel</p>	<p>print foam, plasticine printmaking or everyday printmaking</p> <p>Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.</p> <p>Explore pattern, line, shape and texture.</p>
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<p>Progression</p> 	<p align="center">By the end of Year 2 Children should be able to...</p> <p align="center">Try out a range of materials & processes and Recognise they have different qualities Use materials purposefully to achieve particular characteristics or qualities Be excited by the potential to create.</p> <p align="center">Understand that art is different to many subjects at school: through art, they can invent and discover Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use</p>
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<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>		
<p>Cross Curricular</p> 			
<p>Evaluating</p>	<p>As a class</p>	<p>In small groups</p>	<p>One to one</p>
	<p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>
<p>Progression</p> 	<p>By the end of Year 2 Children should be able to...</p> <p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>Begin to take photographs and use digital media as a way to re-see work</p> <p>When looking at creative work express clear preferences and give some reasons</p>		

<p>Teacher Subject Knowledge</p> 	<p>Teachers should: Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in end result</p>	
<p>Cross Curricular Links</p> 		
<p>Knowledge & Understanding</p>	<p>Formal</p>	<p>Experiential</p>
	<p>Each child should:</p> <ul style="list-style-type: none"> • Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design • Know the names of tools, techniques and formal elements (in pink above and below) • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Begin to feel confident to express a preference in.... • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Begin to build knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups
<p>Progression</p>	<p>See above - Formal and Experiential</p>	

<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.</p>
<p>Cross Curricular Links</p> 	
<p>Education for a Connected World (Throughout the year)</p>	
<p>Key texts</p> 	<p>Camille and the Sunflowers by Laurence Anholt (Year 1/2)</p>