

YEAR 2	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><u>Explore &amp; Draw</u></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>	<p>Understand we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph.</p> <p>Explore observational drawing and experimental mark making (Graphite, soft pencil, handwriting pen)</p> <p>Explore a range of mark making materials (graphite, soft pencil, handwriting pen) and hold materials in a variety of ways through drawing exercises.</p> <p>Work with care and focus, enjoying making drawings which are unrushed.</p> <p>Explore quality of line, texture and shape</p> <p>Create final collaged drawings, which explore composition.</p>	<p>Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Make visual notes about artists studied</p> <p>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 &amp; perspective.</p>			<p>Use the observational drawings made by cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition.</p> <p>Work into the collage with further drawing made in response to the collaged sheet and create invented forms.</p>		<p><b>LEARNING FROM ARTISTS</b> Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Look at the work of a printmaker/ artist and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p><b>LEARNING FROM OUR WORK</b> Understand that in art we can experiment and discover things for ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. That all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention.</p> <p>Share responses to classmates' work, appreciating similarities and differences.</p>
Working towards							
Exceeding							

VOCABULARY Explore, Collect, ReSee, 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, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback

YEAR 2	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><u>Music &amp; Art</u></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>	<p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition.</p> <p>Make drawings inspired by sound</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media</p> <p>Explore colour and colour mixing</p> <p>Make visual notes about artists studied.</p> <p>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 &amp; perspective.</p>		<p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p>	<p>Collage with drawings to create invented forms. Combine with making if appropriate.</p>		<p>LEARNING FROM ARTISTS</p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Look at the work of a printmaker/ artist and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>LEARNING FROM OUR WORK</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. That all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention.</p> <p>Share responses to classmates' work, appreciating similarities and differences.</p>
Working towards							
Exceeding							

VOCABULARY: Music, Rhythm, Gesture, Mark Making, Listen, Respond, Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback

YEAR 2	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><a href="https://www.accessart.org.uk/roots-shoots-sculptural-challenge/">https://www.accessart.org.uk/roots-shoots-sculptural-challenge/</a></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>		<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media</p> <p>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 &amp; perspective.</p>				<p>Understand when we make sculpture by adding materials it is called Construction.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure</p>	<p>LEARNING FROM ARTISTS Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Look at the work of a printmaker/ artist and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>LEARNING FROM OUR WORK Understand that in art we can experiment and discover things for ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. That all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention.</p> <p>Share responses to classmates' work, appreciating similarities and differences.</p>
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VOCABULARY

YEAR 2	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><a href="#">Explore Through Monoprint</a></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>	<p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making</p> <p>Make visual notes about artists studied.</p> <p>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 &amp; perspective</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>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.</p>				<p>LEARNING FROM ARTISTS Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Look at the work of a printmaker/ artist and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>LEARNING FROM OUR WORK Understand that in art we can experiment and discover things for ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. That all responses are valid</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention.</p> <p>Share responses to classmates' work, appreciating similarities and differences.</p>
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VOCABULARY: 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, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond, Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image, Narrative, Story, Imagination, Invent, Discover, Present, Reflect, Discuss, Share, Feedback