


Key Vocabulary	<p>Reception Vocabulary <i>soft, smooth, rough, rolling, bumpy, kneading, squashing, pinching</i>, art, collaboratively, ideas, pencil, pastel, smudge, nature, wallpaper, cellophane, tissue paper, fabric., construct</p> <p>Year 1 & 2 Vocabulary <i>Work, art work, idea, starting point, observe, focus, design, improve, portrait, selfportrait, line drawing, detail, landscape, building, pastel, drawing, line, bold, size, space, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint, sculpture, statue, model, 3D sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric, Collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabrics, weaving, woven, placement, loom, alternative, over, under, decoration, decorative, batik dye, wax, resist, crayons, ink, apply, set, printmaking, woodcut, relief printing, clay, texture, digital media, roughing, slip, joining, construction, batons, monoprinting, mimic,</i></p>	
Year group	Year 2 Progression of techniques and skills	Year 2 Teaching opportunities
<ul style="list-style-type: none"> Developing ideas including using sketchbooks 	<ul style="list-style-type: none"> Investigate different methods of designing; including drawing and use of ICT. Decide on methods, materials and processes. Use a range of mediums to design products and decide on a preference. Experiment with different types of materials to design and make products. Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work. Make art individually and collaboratively, sharing ideas for design, technique and use of materials. Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes 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 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 https://www.accessart.org.uk/start-here-drawing/ 	<ul style="list-style-type: none"> Topic -Australia- Land down under- what is the landscape like in Australia? Collect images for sketch book. What colours are most prominent? Look through travel brochures. 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?
<ul style="list-style-type: none"> Digital art 	<ul style="list-style-type: none"> Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes. Use digital media (film and still photos) to create records of models made, including walk through videos of the inside of the architectural spaces 	<ul style="list-style-type: none"> Topic- Australia -Land Down under. Study aboriginal art. – focus on the depiction of creatures linking to the Science. Using an iPad art paint programme- children to experiment with Aboriginal style artwork. Edit.

<ul style="list-style-type: none"> • Drawing 	<ul style="list-style-type: none"> • Mark making- experiment and explorative. • Mark on a range of surfaces. • Continue to explore line, pattern and texture • Describe the type of marks we can make and their effects. • Introduce the word 'tone'. • Explore making light and dark marks in our work to create effects- Use 6B, Hb and 2H. • Explore a variety of drawing starting points (Stimulus) including very close looking through observations from sources.(owls) • Discuss scale- how do I making my drawing fit onto a page? • Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials • 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 • Use drawings as basis for collage 	<p>Titanic Topic</p> <ul style="list-style-type: none"> • Observational drawings of The Titanic with different techniques to emphasise light and dark/light and shade Make graded marks by varying pressure when pressing on. • Nocturnal animals topic – Owl sketch focusing on hatching and shading techniques to create a fur texture. • https://www.accessart.org.uk/beginners-guide-to-drawing-materials/ •
<ul style="list-style-type: none"> • Painting 	<ul style="list-style-type: none"> • Begin to describe a range of colours. • Mix a range of secondary and tertiary colours • Talk about why they have selected colours for their artwork. • Begin to use a range of paint (powder paint) • Experiment with tools and techniques inc layering, mixing media and scraping through. • Name different paint types and their properties. • Work on a range of scales i.e large brush on large paper. • Mix and match colours using artefacts and objects. • Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project • Explore painting on different surfaces, such as fabric and different scales dressing up as fossils Use new colour mixing knowledge and transfer it to other media 	<ul style="list-style-type: none"> • Topic – Life is a beach – watercolour washes to create seascape collage  <ul style="list-style-type: none"> • Colour mixing ideas: • What do you already know about colour? How do colours mix together? What will you discover? • Why do we learn this? • How would you illustrate the The Gingerbread Man? Can you use your brush to create texture? •

- Sculpture

- Clay: Make models in clay or other malleable materials for particular purposes.
- Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush.
- Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons.
- Clay: using fingers as tools to create a thumb pot, with even thickness. To smooth the surface
- Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.
- Build a textured relief tile.
- Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
- Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. be an architect

- Seashell model (joining 2 bits of clay together)
- Seaside inspired clay tile.



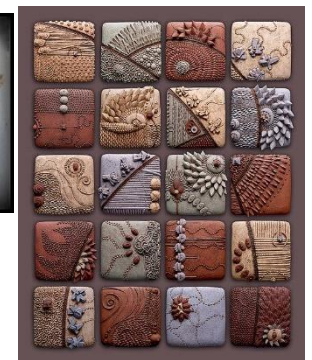
- **Australia Topic** – thumb pot with Aboriginal design or Ink pot for **Titanic topic?**



Owls:
Pupils
learn

how to make thumb pots.






Independently pupils form the shape, beaks are pinched out, eyes and feathers are indented using clay tools.








- Rolling a slab of clay



- Seaside Topic - Make a lighthouse

		<ul style="list-style-type: none"> Ideas – create creatures using found items and cardboard, based of Australian animals. 
<ul style="list-style-type: none"> Collage 	<ul style="list-style-type: none"> Experiment with a range of materials and methods to create a variety Identify how to cut shapes accurately from paper and thin card and cut different kinds of line. Use a combination of materials Inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. that are <i>cut, torn and glued</i>. Create textured collages from a variety of media. Make a simple mosaic Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3) e.g. Monoprinting with oil pastel 	<ul style="list-style-type: none"> Topic- Life is a beach – Seascape collages- watercolour wash. Layers of paper to create a seascape. Nocturnal animals' topic – Abstract animal Art face (see Becky for planning)  
<ul style="list-style-type: none"> Textiles 	<ul style="list-style-type: none"> Cut and shape fabric using scissors Join materials using glue and/or a stitch. (arranging a variety of materials and stitching onto binca) Apply colour with printing, dipping, fabric crayon, dyes etc Use a variety of techniques, inc. weaving, knitting, fabric crayons and wax or oil resist Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> Finger puppets using felt and sewing (Seaside Topic – link to Punch and Judy puppet shows in History.) Or nocturnal animal puppets. – linked to   <p>story telling</p>

		<ul style="list-style-type: none"> • Heroes topic – design and make a cape for Traction Man. Link to printing a logo for the cape.  <ul style="list-style-type: none"> • Stitching- arrange materials onto binca and join by stitching.
<ul style="list-style-type: none"> • Printing 	<ul style="list-style-type: none"> • <i>Printing: Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers)..</i> • <i>Make mono prints by spreading paint</i> • <i>Experiment with a variety of objects to create a print.</i> • <i>Press, roll, rub, and stamp to make prints.</i> 	<ul style="list-style-type: none"> • <i>Science link – Animal prints from the environment – going on a print hunt.</i> • <i>Collect various animal prints.</i> • <i>Recreate animal prints on polystyrene printing sheets to create a repeat pattern-onto material. Create a collective piece.</i> • Heroes Topic – create a logo stamp on foam for a designed cape. • <i>Christmas cards – using polypress, children to make a series of printed Christmas cards.</i>  
<ul style="list-style-type: none"> • Work of other artists 	<ul style="list-style-type: none"> • <i>Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.</i> 	<ul style="list-style-type: none"> • <i>Aboriginal art</i> • <i>Turner, Nash,</i> • <i>Henri Matisse (Seaside topic – Art based on The Snail)</i>

		 <ul style="list-style-type: none"> • Lowry (Lytham seaside)  <ul style="list-style-type: none"> • Lynette Amelie
Evaluating and assessing	<p><i>As a Class</i></p> <ul style="list-style-type: none"> • <i>In Small Groups One to One</i> Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure Understand how evaluating creative work during the process, as well as at the end, helps feed the process. Begin to take photographs and use digital media as a way to resee work When looking at creative work express clear preferences and give some reasons Enjoy listening to other peoples views about artwork made by others. • Feel able to express and share an opinion about the artwork. <p><i>In small groups:</i></p> <ul style="list-style-type: none"> • Share work to others in small groups, and listen to what they think about what you have made • 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><i>One to one:</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Assessment Questions: Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: <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>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>

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