



Y2 art overview 2019-20 Collage; Still-life/Botanical drawing & painting; Ceramics

Art Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Notating	Evaluating
Responding	<ul style="list-style-type: none"> Discuss observed art pieces Follow guidance from tutor (techniques, top-tips) Experiment with own compositions 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding history/origins of artists, designers, craft-makers, architects Understanding history of art forms and purpose Understanding how art reflects a community/ culture Understand it keeps their traditions alive Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing) 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on history/ origins etc and masterpieces from masters in their fields 	TERM1: <ul style="list-style-type: none"> Collage (link to Humanities Great Fire of London) video clips of famous masterpieces Research websites for projects (history of and styles of) Materials and stimuli for compositions (pencil, ink, charcoal as drawing materials). Sketch books RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing 	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> Know about great artists, craft makers, designers Explore sketch books of professional artists. Make comparisons between genres Understand historical and cultural development of art 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 						
Designing	<ul style="list-style-type: none"> Keep own sketch book (creative journal, visual diary) Record observations (annotations) Plan/ explore/ experiment with designs Note-take in sketch book 	<ul style="list-style-type: none"> Class/group sketching activities 						
Creating	<ul style="list-style-type: none"> Compose own composition following planned design Compose after an artist's style Compose in more than medium (paint, textile, design, sculpture, collage, print) 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from still-life/ stimuli 						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> Observe a variety of artworks, identifying particular elements Observe someone else's chosen art piece Observe and critique other compositions Critically evaluate own compositions 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 art curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation art can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in art studied Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Research using given websites and researching finding own information 						
				<ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/ individual opportunities to create compositions 	TERM2: <ul style="list-style-type: none"> Still -life & botanical drawing & painting video clips Materials for composition (ink, pencil,, paint) Research websites for project (still-life Paul Cezanne, Mary Fedden, Van Gogh) Sketch books RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden 			
				<ul style="list-style-type: none"> Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected 	TERM3: <ul style="list-style-type: none"> Ceramic construction – make a dragonfly (link to visit to Ecology Centre). Video clips/ images of masterpiece designs Materials for composition (drawing, clay materials) Research websites for study of dragonfly and how to use air drying clay Sketch books RE ART DAY WHOLE SCHOOL: Worship: Music instrument 			