

## Y2 art overview 2021-22

Art Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Mate
Responding	<ul> <li>To begin to discuss observed art pieces</li> <li>To learn to follow guidance from tutor (techniques, top-tips)</li> <li>To begin experiment with own compositions</li> </ul>	<ul> <li>Class/group tuition with technical guidance</li> </ul>	<ul> <li>Understanding the history and origins of artists, designers, craft-makers, architects</li> <li>To know about different techniques that a variety of artists used to create their art pieces and understand why they chose or explored these techniques</li> <li>Understanding the history of art forms and purpose for creations</li> <li>Understanding how art reflects a community or culture</li> <li>Understanding as to how art keeps traditions alive</li> <li>Understand how art in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)</li> </ul>	<ul> <li>Through class teacher led presentations with children note-taking</li> <li>Group research on history and /or origins and of masterpieces from masters in their fields</li> </ul>	TERM1: Collage: exploring techniques
Exploring	<ul> <li>To begin to research great artists, craft makers, designers</li> <li>To begin explore the sketch books of professional artists.</li> <li>To begin to make comparisons between genres To begin to understand the historical and cultural development of art</li> </ul>	<ul> <li>Class/group tuition with reference to historical information, images</li> </ul>			
Designing	<ul> <li>To begin to keep and use their own sketch book (creative journal, visual diary)</li> <li>To begin to record observations (annotations)</li> <li>To begin to plan/ explore/ experiment with designs</li> <li>To begin to note-take in their own sketch book</li> </ul>	<ul> <li>Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally</li> </ul>		<ul> <li>Through involvement in workshops in groups or as a class</li> <li>Through presentations to class/or in whole school worship sessions</li> <li>Through class, then group or individual opportunities to create compositions</li> </ul>	TERM2: Still Life drawin and painting: inspiration from the masters
Creating	<ul> <li>To begin to compose own composition following planned design</li> <li>To begin to compose after an artist's style</li> <li>To begin to compose in more than medium (paint, textile, design, sculpture, collage, print)</li> </ul>	<ul> <li>Class, then group opportunities for field studies and internal compositions from still- life/ stimuli</li> </ul>			
Critically Observing/ Evaluating	<ul> <li>To begin to observe a variety of artworks, identifying particular elements</li> <li>To begin to observe someone else's chosen art piece</li> <li>To begin to observe and critique other compositions</li> <li>To begin to critically evaluate own compositions</li> </ul>	<ul> <li>Observational opportunities to be part of each lesson</li> </ul>		<ul> <li>Through chosen pieces being presented to class for observation with reasons as to why they have been chosen</li> </ul>	TERM3: Sculpture: exploring
SMSC	<ul> <li>To begin to develop the ability to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 art curriculum</li> <li>To begin to develop the ability to resolve conflicts and differing opinions should these arise</li> <li>To develop an enjoyment of art</li> <li>To begin to develop the ability to use their imagination and creativity</li> <li>To begin to develop the ability to reflect on tasks</li> <li>To begin to develop the ability to Investigate and offer views on ethical issues in art studied</li> </ul>	<ul> <li>Setting of research opportunities using given websites and researching finding own information</li> <li>Setting of opportunities and briefs that require engagement with others of differing backgrounds</li> </ul>		<ul> <li>Through discussion around the background to the selected pieces</li> </ul>	techniques
Sentember	• To begin to develop the ability and willingness to explore and understand art from a variety of cultural backgrounds				

September 2021

Materials	Assessed through (T1 T2 T3)					
	Responding Creating					
	Evaluating Exploring					
	Notating					
S	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)			
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