



Year 2

COMPONENT SKILL

To explore and develop art and design ideas.

(Exploring & Developing)

To question, make observations and to offer feedback about their art and design work.	To ask and answer questions about the starting points for their work and the processes they have used, and develop their ideas through whole class discussions.
	To provide positive feedback to their own and other's finished artwork and ideas.
To use sketchbooks to record ideas, and to review, revisit.	To record and explore detailed ideas from first hand observation, experience and imagination through use of sketchbooks.
To use different methods to improve artwork and to develop ideas.	To identify what they might change in their current work or develop in their future work, and try different methods and materials to improve artwork.
	To start to annotate work in sketchbooks.
To use key vocabulary that demonstrates their knowledge and understanding of exploring and developing ideas.	See vocabulary list below.
COMPONENT SKILL To use drawing techniques to express their ideas and experiences. (Drawing)	
To develop fine motor skills to control pencils with increasing skill.	To draw for a sustained period of time.
To be confident in using a variety of tools, media and surfaces.	To use a variety of drawing tools including, pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.
	To use sketchbooks to gather and collect artwork and to plan ideas.
To use a variety of techniques to create effects.	To use dots and lines to demonstrate pattern and texture.
	To explore and experiment with line, shape, pattern and colour.
	To observe and draw landscapes, faces, objects and patterns.
To use key vocabulary that demonstrates their knowledge and understanding of drawing.	See vocabulary list below.

COMPONENT SKILL To use painting techniques to express their ideas and experiences. (Painting)	
To name the primary and secondary colours and to mix colours effectively using correct language such as, tint, shade, primary and secondary.	To confidently name the primary and secondary colours.
	To confidently mix primary colours to make secondary colours.
	To add white and black to create many tints and shades.
	To make as many tones of one colour as you can using white.
	To begin to learn about warm and cool colours.
To be confident in using different brushes, a range of paints and other painting tools.	To name different types of paint and their properties, including acrylic paint.
	To mix and match colours to pictures and objects.
	To continue to use different types of paints including poster paint, water colour paint and ceramic paint with greater confidence and growing accuracy.
To use a variety of techniques to create shapes, textures, patterns and lines.	To work on a range of scales, for example, a large brush on large paper.
	To experiment with tools and techniques including layering, mixing media and scrape painting.
To use key vocabulary that demonstrates their knowledge and understanding of painting.	See vocabulary list below.
COMPONENT SKILL To use sculpting techniques to express their ideas and experiences. (Sculpting)	
To be confident in using a variety of tools and materials for sculpting.	To shape and form from direct observation, both malleable and rigid materials (including clay, newspaper and card) using a range of simple tools.
	To have an awareness of natural and man-made forms as well as recycled materials, and to experiment with, construct and join these materials more confidently.
	To understand the safety and basic care of materials and tools.
To use a variety of techniques and shapes to create effects.	To use a variety of techniques when using clay including rolling, kneading, shaping, cutting, pinching, marking, moulding and carving; and to manipulate for a variety of purposes, including simple coil pots and models.
	To replicate patterns and textures in a 3D form.
	To know about the work of other sculptors.
To use key vocabulary that demonstrates their knowledge and understanding of sculpting.	See vocabulary list below.

COMPONENT SKILL To use collage and textile techniques to express their ideas and experiences. (Collage & Textiles)	
To select and use a range of materials to create effect.	To make collages and textile work using a range of materials to create effect with growing accuracy and independence, e.g. fabric, paper, pasta, beans and larger tactile materials with confidence and independence.
	To sort and arrange materials with confidence and independence.
To develop skills in stitching, cutting and joining.	To use a combination of materials that are cut, torn and glued with growing accuracy.
	To thread a needle, stitch and knot.
To be confident using a variety of techniques and media to create texture, effect and colour.	To use a variety of techniques with increasing independence, including tie dye (with sharpies), finger knitting and embroidery & applique using simple stitches (backstitch).
	To make textured collages from a variety of media.
	To create a simple mosaic.
To use key vocabulary that demonstrates their knowledge and understanding of collage and textile.	See vocabulary list below.
COMPONENT SKILL To use printing techniques to express their ideas and experiences. (Printing)	
To select and use a range of materials to create effect.	To use a variety of tools, materials and objects with growing independence and confidence to create prints.
	To press, roll, rub and stamp using various materials to make prints and to do this with greater accuracy and independence.
To use a range of techniques to explore colour, shape, texture and pattern.	To use a variety of printing techniques, including relief printing (using polystyrene), fabric printing, rubbings and monoprinting.
	To design patterns of increasing complexity and repetition.
To use key vocabulary that demonstrates their knowledge and understanding of printing.	See vocabulary list below.
COMPONENT SKILL To study and learn from the works of famous artists, craftspeople and designers, from different cultures and backgrounds. (Artists, Craftspeople & Designers)	
To use inspiration from well-known artists to replicate a piece of work.	To know how to create a piece of art in response to the work of another artist and to compare.
To describe and express opinions about work of famous artists.	To express an opinion on the work of famous, notable artists and suggest how artists have used colour, pattern and shape.

To use key vocabulary that demonstrates their knowledge and understanding of the work of other artists.	See vocabulary list below.			
COMPONENT SKILL				
To evaluate and develop their work and that of others using the language of art, craft and design. (Evaluating)				
To select and record from first hand observation, experience and imagination.	To describe what they have made and how they have made it.			
	To describe how they have produced particular effects in their work and give reasons for their choices. Also, talk about the use of colour in their artwork and link this to colour properties, including colour families, and to the work of artists they have studied.			
	To identify colour, line, shape, pattern, space and tone and comment on the appearance of these using key language.			
To ask and answer questions about the starting points for their work and select ideas to use in their own work.	To generate basic questions about the content and context of the artwork they are producing and select ideas of how their artwork will be produced based on the brief.			
To review what they and others have done, to compare ideas and to say how they feel about them.	To talk about and give opinions on your own work and the work of others, e.g. describing something they like about it; listening carefully to other pupils’ opinions; and being respectful of other pupils’ idea and feelings.			
	To identify what they might change in their current work or develop in their future work. Annotate work in sketchbooks.			
	To use appropriate Y2 vocabulary associated with different media and processes.			
To explore a range of artists, craftspeople and designers from different periods in time, cultures and backgrounds; the artwork they created and the purpose of their art.	To explore the differences and similarities in the work of artists, craftspeople and designers and make links to their own work.			
Vocabulary				
Exploring & Developing	Drawing	Painting	Sculpting	Collage & Textiles
work work of art observe design improve idea focus starting point sketchbook	portrait self-portrait line drawing detail landscape cityscape building pastels drawings line bold size space	primary colours secondary colours neutral colours tints shades sweep dab bold brushstroke acrylic paint warm colours cool colours	sculpture statue model work work of art 3D Sculptor carving installation shapes materials pyramid abstract geometric	collage squares gaps mosaic features cut place arrange textiles fabric placemat alternate decoration decorative

				dye wax resist crayons ink apply set
Printing	Artists, Craftspeople & Designers			
colour shape printing printmaking relief printing objects polystyrene printing tiles	Michelle Hughes; Eileen Downes; Matthew Grimes; Maurice Sendack; Nick Mackman (Focus Artist); Frida Kahlo (Focus Artist)			