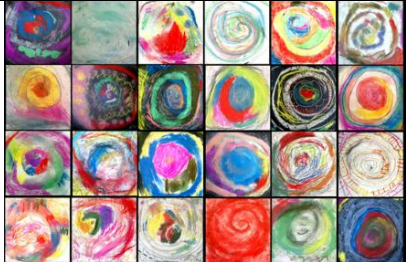




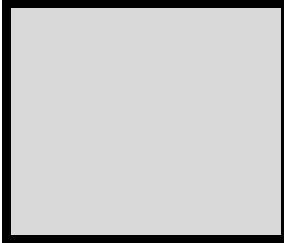


## Art Curriculum Overview A – Year 2



Term	Autumn	Spring	Summer
<b>National Curriculum KS1</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		
<b>Title of Unit</b>	 <p style="text-align: center;"><b>Spirals</b></p>	 <p style="text-align: center;"><b>Exploring Watercolour</b></p>	 <p style="text-align: center;"><b>Making Birds</b></p>
<b>Artist/Area Focus</b>	Molly Haslund	Paul Klee, Emma Burleigh	Andrea Butler
<b>Enquiry Question</b>	How can we use our whole bodies to make drawings?	How can we use the properties of watercolour to make experimental images?	How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?
<b>Media</b>	Sketching, pastels	Watercolour	Sculpture, Drawing, Collage
<b>Theme</b>	Pattern, Structure, Movement, Growth, The Human Body, Sound	Exploration, Discovery	Birds, Wildlife, Habitats

<p><b>Key Concepts</b></p>	<ul style="list-style-type: none"> <li>• That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</li> <li>• That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</li> <li>• That we can draw from observation or imagination.</li> <li>• That we can use colour to help our drawings engage others.</li> </ul>	<ul style="list-style-type: none"> <li>• That watercolour paint has special characteristics.</li> <li>• That we can use the elements of surprise and accident to help us create art.</li> <li>• That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.</li> </ul>	<ul style="list-style-type: none"> <li>• That there is a relationship between drawing &amp; making – we can transform 2d to 3d.</li> <li>• That we can use observational drawing and experimental mark-making together to make art.</li> <li>• That we can work from similar stimulus or starting point but end up with very different individual results.</li> <li>• That the individual results can then be brought together to make a whole artwork.</li> </ul>
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand drawing is a physical activity.</li> <li>• Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand watercolour is a media which uses water and pigment</li> <li>• Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects</li> <li>• Understand collage is the art of using elements of paper to make images.</li> <li>• Understand we can create our own papers with which to collage</li> <li>• Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</li> <li>• Understand the meaning of "Design through Making"</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</li> <li>• Use colour (pastels, chalks) intuitively to develop spiral drawings.</li> <li>• Make a simple elastic band sketchbook. Personalise it.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore watercolour in an intuitive way to build understanding of the properties of the medium</li> <li>• Paint without a fixed image of what you are painting in mind.</li> <li>• Respond to your painting, and try to "imagine" an image within.</li> <li>• Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen</li> <li>• Practice observational drawing <ul style="list-style-type: none"> <li>• Explore mark making</li> </ul> </li> <li>• Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture</li> <li>• Use a combination of two or more materials to make sculpture.</li> <li>• Use construction methods to build.</li> </ul>



- Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.
- Reflect upon the artists' work, and share your response verbally ("I liked...").