



---

# Year 2 Art and Design Curriculum Booklet

---



# **National Curriculum for Art and Design: Key Stage 1**







**The national curriculum for art and design aims to ensure that all pupils:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Pupils should be taught:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

# Year 2: Autumn Term- Skills

Lesson	Outline	Outcome
<b>Pattern: Repeating Patterns</b>	Having looked at the patterns around them, children dip everyday objects in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper.	 
<b>Craft: Weaving a Picture</b>	Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, before selecting a shape to overlay onto the weave and decorating.	 
<b>Texture 1: Taking Rubbings</b>	Using media of their choosing, children go in search of textures to take rubbings of.	 

**Texture 2:  
Frottage**

Children are introduced to 'frottage', tearing their rubbings from the previous lesson to make pictures in the style of the artist who created the technique, Max Ernst.



**Craft:  
Clay Patterns  
(2 Lessons)**

Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile.



# Year 2 Autumn Term: Ideas to Support Your Child's Learning at Home

## **Repeating Pattern:**

A pattern that has a set of repeated elements.

## **Tessellation:**

A tessellation is when a flat surface is covered with repeating geometric shapes.

## **Over Printing:**

Over printing involves printing over prints to build up an image.

## **Weaving:**

Weaving is the process of crossing materials to make cloth or a decorative artwork.

## **Rubbing:**

A rubbing is a reproduction of the texture of a surface.

## **Frottage:**

Frottage is the process of creating art using rubbings.

## **Malleable:**

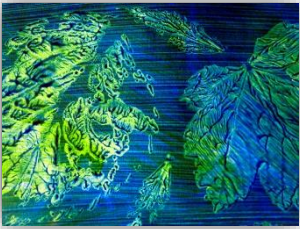
A material is malleable if it can be shaped by hand or with tools without breaking or cracking e.g. moist clay.

Talk about our key vocabulary at home.



Visit Childwall Woods to explore texture in nature and take rubbings of trees and other textured surfaces.

# Year 2 Autumn Term: Ideas to Support Your Child's Learning at Home



Support your child to create a piece of art using the technique of frottage. Follow the link below for a range of ideas:

<https://artful-kids.com/2012/05/14/fun-with-frottage/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**


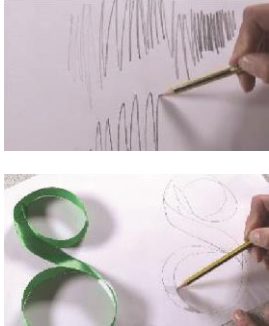
Support your child to create a piece of art using the technique of weaving. Follow the link below for a guide to paper weaving:





<https://www.firstpalette.com/craft/paper-weaving.html>



# Year 2: Spring Term

## Human Form

Lesson	Outline	Outcome
<b>Drawing: Shading</b>	Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another. Children then experiment with tone by shading the different areas they have made.	
<b>Tone 1: 3D Pencil Drawings</b>	After completing a line drawing of a piece of ribbon, children add tone to make it look three dimensional, using different gradients of pencil in the style of Ed Ruscha.	

<p><b>Skulls</b></p>	<p>Taking inspiration from Damien Hirst's 'Cornucopia' collection, children trace an image of a skull and adorn it using a medium and pattern of their choice.</p>	
<p><b>Making Faces</b></p>	<p>Children create a collage made up of different facial features that they have selected and cut out from magazines.</p>	
<p><b>Opie Style Portraits</b></p>	<p>Children create a self-portrait in the style of contemporary British artist Julian Opie, using lines and dots.</p>	
<p><b>Clothes Peg Figures</b></p>	<p>Having explored the work of craftsperson Edwina Bridgeman, children will be inspired to give a simple wooden peg a new lease of life, transforming it into a peg figure with a face, hair and clothes.</p>	



# Year 2 Spring Term

## Ideas to Support Your Child's Learning at Home

### **Shading:**

The use of mark-making to suggest three-dimensionality, shadow, or degrees of light and dark.

### **Value:**

The visible lightness or darkness of a color. Value is related to contrast, tone, tints and shades.

### **Symbolism:**

The art of using an object or a word to represent an abstract idea.

### **Collage:**

A collection of materials or objects covering a surface.

### **Adapt:**

To modify works of art during the creative process.

Talk about our key vocabulary at home.



Visit the Lady Lever Art Gallery to view William Hesketh Lever's personal collection of portraits.

# Year 2 Spring Term

## Ideas to Support Your Child's Learning at Home



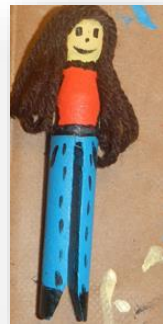
Support your child to create a self-portrait. Follow the link below for creative self-portrait projects:

<https://www.hellowonderful.co/post/12-creative-self-portrait-art-projects-for-kids/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**






Support your child to create clothes peg figures. Follow the link below for a step-by-step guide:






<https://www.artistshelpingchildren.org/kidscraftsactivitiesblog/2013/01/how-to-make-clothespin-people-figures/>



# Year 2: Summer Term

## Sculpture and Mixed Media

Lesson	Outline	Outcome
<b>Tone 2: 3D Colour Drawings</b>	Concentrating on showing light and dark areas, children turn their attention to the planets of the solar system, using colourful pastels and chalks to depict the tone within them.	 
<b>Superhero Figures (2 Lessons)</b>	Children pose in a 'superhero' stance for their partner to sketch, before using wire and plasticine to turn their drawings into a three dimensional form.	  

<p><b>Multimedia Superheroes Part 1</b></p>	<p>In the first of three lessons based on the work of Roy Lichtenstein, children work in groups to create a composition with figures, splashes and action words, adding texture, definition and pattern to the piece.</p>	
<p><b>Multimedia Superheroes Part 2</b></p>	<p>Building on the previous lesson, in groups, children work a colour wash into their piece and using their fingers, apply a dot matrix effect, similar to that of Lichtenstein's 'Explosion'.</p>	 
<p><b>Multimedia Superheroes Part 3</b></p>	<p>Children finish their compositions by making them 'pop', adding bright pastels in sections and applying a black shadow highlight to make the figures stand out.</p>	 

# Year 2 Summer Term

## Ideas to Support Your Child's Learning at Home

### **Blend/Smudge:**

Blending is the intermingling of colors to create a gradual transition. Smudging is the rubbing, dabbing or swiping of a medium in a smeary manner.

### **Opaque/Transparent:**

A material is opaque if light cannot pass through it.

A material is transparent if light can pass through it.

### **Mannequin:**

A mannequin is a doll representing the human figure.

### **Proportion:**

Proportion refers to the relative size of the parts of a design.

### **Scale:**

Scale refers to the size of an object in relation to another object.

### **Balance:**

Balance refers to how the formal elements of art relate to each other within a composition.

Talk about our key vocabulary at home.



Visit the Tate Liverpool to view the work of Roy Lichtenstein ('Whaam').

# Year 2 Summer Term

## Ideas to Support Your Child's Learning at Home



Support your child to create pop art, inspired by the artist Andy Warhol. Follow the link below for a range of pop art ideas:

<https://artsycraftsymom.com/10-andy-warhol-projects-for-kids/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**

Support your child to create 3D models using playdough and other materials. Follow the link below for a guide to making playdough figures:

<https://www.wikihow.com/Make-a-Clay-Person>

