






<p>Year Group: 2</p>	<p>Title: That's the way to do it</p>
<p>National Curriculum coverage: Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Explore 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.</p>	<p>Context: Compliments the music topic and builds on the Year 1 animal parade and topic.</p>
<p>Concepts: Pattern /Shape/ Form/ Colour/Texture</p>	<p>Pre & Post Learning: Self portrait</p>
<p>Visits and Visitors: Seaside</p>	<p>St. Mary's Experience: Sew a gift</p>
<p>Careers/preparation for adulthood: Art Historian / Curator Illustrator Community artist Painter / Artist Textile Designer Costume designer Set designer Puppet maker</p>	<p>Key People: David Hockney Frida Kahlo Paul Hoggard and Remy Geerts Hurvin Anderson</p>
<p>Catholic Social Teaching:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="107 922 389 1193">  <p>Solidarity - Different cultures create art to communicate stories, beliefs, and histories.</p> <p>Participation - Artists often draw inspiration from their families, communities, or cultures.</p> </div> <div data-bbox="1012 911 1294 1182">  </div> </div>	<p>British Values:</p> <ul style="list-style-type: none">  Mutual Respect &  Tolerance - Exploring stories of artists from different countries and backgrounds helps children appreciate cultural diversity. Also, studying how artists are inspired by nature from all over the world can show children that art connects humans across time and cultures, fostering respect for diversity.  Individual Liberty - Children explore what they like about a piece of art and make personal choices in their artwork.
<p>End points (by the time pupils leave St. Mary's):</p> <ol style="list-style-type: none"> 1. Theoretical Knowledge: Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them. 2. Theoretical Knowledge: Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them inspire their own work. 3. Practical knowledge: Be able to draw carefully from observation, understanding how to use different marks, scale and perspective 4. Practical knowledge: Master artistic techniques (colour, pattern, texture, line, shape, form), including painting, drawing, sculpture, photography, textiles and clay 5. Disciplinary knowledge: Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this. 6. Disciplinary knowledge: Be able to show a development of ideas and think critically about their own art (sketch book) 	

Prior knowledge:

EYFS –

Theoretical Knowledge:

- Be able to say that art is made by artists and they have to take care making it.

Practical knowledge:

- Enjoy the act making/creating. Have fun with art.
- Use different colours, shapes, materials etc.
- Make simple representations of people and other things
- Show some control when exploring tools and materials
- Begin to use a variety of drawing and painting tools. Use drawings and paintings to tell a story.

Disciplinary knowledge: -

- Art can be 2-D or 3-D and is a way of expressing ourselves.

Y1 -

Theoretical Knowledge:

- Look at the work of artists (see above) and find out about their story.
- Say what I like about a piece of artwork and notice and describe some simple features of different kinds of art, craft and design

Practical knowledge:

- Explore lines made by different tools and on different scales.
- Understand prints are made by transferring an image from one surface to another. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Make repeats in patterns and sequences.
- Understand collage is the art of using different things like papers to make images.
- Explore properties of the paint and how you can use it to affect your mark making.
- Mix primary colours together to make secondary colours.

Disciplinary Knowledge:

- Artists can be inspired by the natural world and have been making art based on the natural world
- for almost as long as humans have existed e.g. cave paintings

Future knowledge: Y3

Theoretical Knowledge:

- Compare different artists of the same style and explore work from different cultures and time periods. Contemporary artists; McKee and street artists and Victorian Naïve art by Lowry.
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them. How does city life inspire artists?

Practical knowledge:

- Draw and paint faces and a whole body, with accurate proportions in different stances, show facial expression and body language in drawings
- Create sketch books to record observations and use them to review and revisit ideas.
- Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) to create lines of different types and create texture and tone.
- Be able to draw 3d shapes showing light, shadow and perspective developing simple industrial landscapes.
- Create a background using a wash and explore links between colours and feelings.

Disciplinary knowledge:

- Artists document the world around them, using whatever tools and materials they can create.

<p>CRUCIAL KNOWLEDGE: Y2</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Understand artists take their inspiration from the world around them and that in art we can experiment and discover things for ourselves. - Understand how the artists experiences shapes and feeds into their work. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Use and explore different techniques e.g. embroidery, applique, fabric crayons and experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot. - Talk about features of different types of painting and use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes - Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Art can be for a specific purpose, such as designing a building or illustrating a story. - The purpose of art differs in different cultures. (link to puppets) 	<p>Vocabulary:</p> <table border="1"> <tr> <td data-bbox="1319 217 1727 347"> <p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> </td> <td data-bbox="1727 217 2128 347"> <p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</p> </td> </tr> <tr> <td data-bbox="1319 347 1727 750"> <p>similarity difference light dark shadow tradition change join shape Mexican</p> </td> <td data-bbox="1727 347 2128 750"> <p>tone texture proportions tint shades</p> </td> </tr> </table>		<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</p>	<p>similarity difference light dark shadow tradition change join shape Mexican</p>	<p>tone texture proportions tint shades</p>
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