
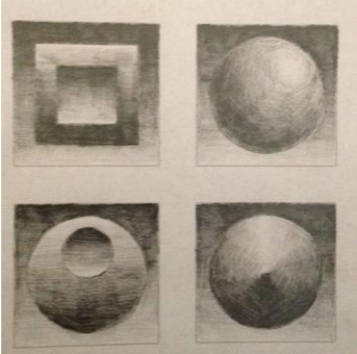


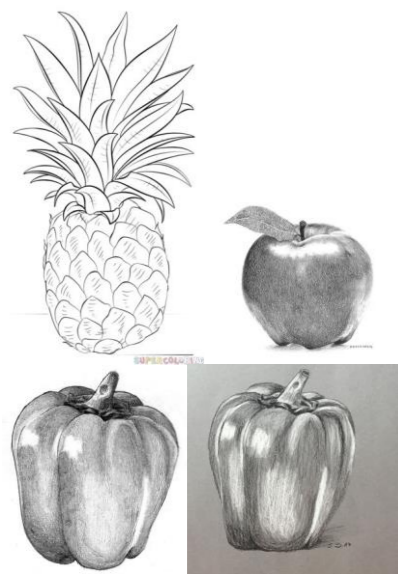
Year 2 ART overview		This document consists of suggestions to support class teachers deliver the ART National Curriculum as part of the ASPIRE curriculum.			
National Curriculum Strand KS1		WAT Learning Statements	Y2 Vocabulary	Y2 Resources.	Experiences/Opportunities
<ul style="list-style-type: none"><li>to use a range of materials creatively to design and make products</li></ul>	Use a range of materials to create 3D structures	Line, Tone, Texture pattern colour Shape Red Yellow Blue Green Purple Orange Drawing Painting Light Dark Contrast Looking Observing Mark-making Objects Photomontage Collage Describing Thick Thin Wavy Rubbings Frottage	<b>Sketchbooks</b> <b>Pencils</b> <b>Charcoal</b> <b>Biro</b> <b>Chalk pastels</b> <b>PVA glue</b> <b>Wax crayons</b> <b>Paints</b> <b>Inks</b> <b>Watercolour</b> <b>Oil Pastels</b>	Trip to Wightwick Manor - Arts and Crafts movement - William Morris.  Journey through time - Severn valley railway, Pupils to draw the trains and take photos, then bring back to class to explore further.  Considering and discuss art and design from past and present and the reason for their creations. Initiating visits to art galleries /museums/ local art- Introducing artists, craftsmen and design into school. Projects involving art design, music movement and drama. Developing group projects and challenges encouraging ability to plan work as a team and deal with challenges of cooperation  Make a class gallery on website/ blog/ Youngartnet.com art competitions	
	Use a range of materials, natural and man made, to create collages				
<ul style="list-style-type: none"><li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li></ul>	Record observations using drawing, painting and other media				
	Use sculpture to communicate experience or imagination				
<ul style="list-style-type: none"><li>to develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space</li></ul>	Communicates ideas and feelings using drawing, painting and other media				
	Experiment drawing different lines and shapes using a range of tools				
	Explore regular and irregular patterns				
	Mix a range of colours, shades and tones and match colours to objects.				
	Experiment with painting techniques, adding texture to paint				
	Identify ways in which works of art are similar and different				
	Select techniques to inform their own work				
	Is interested to try out different techniques				
Cross Curricular Activity Suggestions for teaching ART in the ASPIRE curriculum:					

Autumn – Historical Detectives 1, What a Wonderful World and Christmas		Spring – ASPIRE and Historical Detectives 2		Summer – Magic Moments and Current Affairs	
<b>Main Teaching Ideas:</b> <b>Autumn 1</b> LINE- (Retrieval)  <a href="https://www.studentartguide.com/articles/line-drawings">https://www.studentartguide.com/articles/line-drawings</a>  Lines and Marks name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media 	<b>Autumn 2</b> TONE Retrieval - building upon year 1 tone/shapes. 	<b>Main Teaching Ideas:</b> <b>Spring 1</b> TEXTURE Retrieval- what is texture..what did students learn in year 1? Texture is the feel, appearance, or consistency of a surface or a substance.  Fold, Crumple, scrunch paper. Scrunched up tinfoil, open out smooth, then explore paint on top.  Leaf textured rubbing or tree bark FROTTAGE - a technique in the visual <b>arts</b> of obtaining textural effects or images by rubbing lead, chalk, charcoal, etc., over paper laid on a granular or relieflike surface. Compare	<b>Spring 2</b> PATTERN and how to create a pattern. Repetition, rotation, reflection. There are two basic types of pattern in art: Natural Pattern and Man-Made Pattern. Both natural and man-made patterns can be regular or irregular, organic or geometric, structural or decorative, positive or negative and repeating or random.  Drawing from observation, leaves, use pencil, biro, then add watercolor, look at william morris, try to repeat the leaves to create a pattern like Morris's.  <b>WILLIAM MORRIS (1834-1896)</b> <b>Pencil and Watercolor Sketch for</b>	<b>Main Teaching Ideas:</b> <b>Summer 2</b> <b>COLOUR</b> Discuss looking after myself, presentation, brushing hair cleaning teeth etc... Portraiture. Colour mixing - Flesh tones. Colour wheel with primary and secondary colours.  <a href="https://www.youtube.com/watch?v=4XHT8ld4d2U">https://www.youtube.com/watch?v=4XHT8ld4d2U</a>  Draw a face without teacher intervention. Proportions of face.	<b>Summer 2</b> Shape  A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.  Shapes can be either <b>geometric</b> , like a circle, square or triangle, or <b>irregular</b> .  <u>Positive and negative space.</u> When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as <b>negative space</b> .

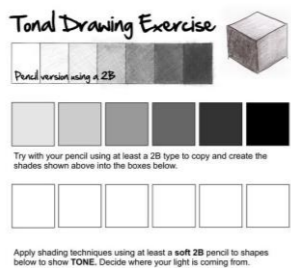
Still -life  
What is a still-life .a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware



Drawing from observation.  
fruit/vegetables or natural objects  
Supply actual fruit and/or vegetables for students to draw from.



Line drawing only, then adding tone.  
Take photographs of still life objects  
Enlarge photos and get pupils to draw onto using felt and acetate sheets.  
Pencil, charcoal, paint (poster/watercolour)



Using Black paint and water only

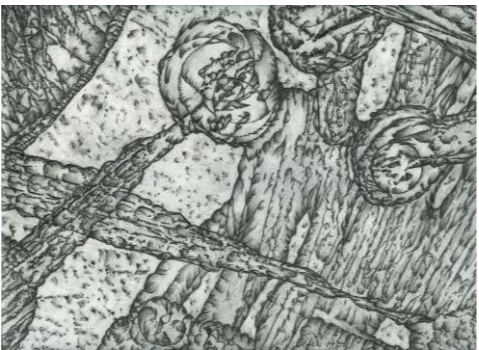


Using the still life set up in the class build upon term 1.  
Tonal paintings, HPA could draw out the still life themselves then templates could be drawn for other students.

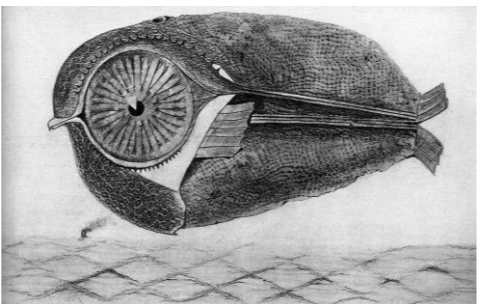
rubbing (def 2). 2. a work of art containing shapes and textures produced by **frottage**.



<http://www.tate.org.uk/art/art-terms/f/frottage>



<https://www.modernamuseet.se/stockholm/en/exhibitions/max-ernst/collage-frottage-grattage/>



Imaginary creatures made up of rubbings.

Use of pencil, charcoal, oil pastels, wax crayons. Explore a variety of media and how they feel when producing rubbings.  
Use brown, beige paper, or tea stain paper. Try watercolour washes to achieve the same TONES that John Piper uses.

John Piper  
<http://www.tate.org.uk/art/artists/john-piper-1774>

**Acanthus Wallpaper Pattern, 1874-75**

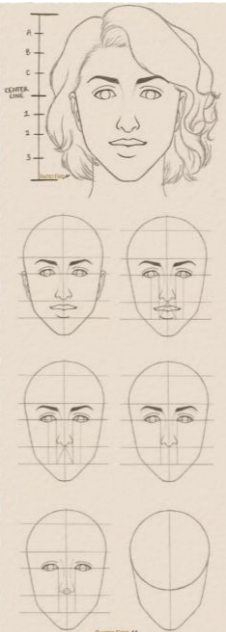


<https://mhsart1.wikispaces.com/Texture+and+Pattern>



<https://williammorrissociety.org/about-william-morris/>

**ANDREW GOLDSWORTHY (b. 1956)**  
<http://www.tate.org.uk/art/artists/andy-goldsworthy-7274>



Eyes, nose, mouths. Shapes of face.  
Then get Teachers to demonstrate and show students where the eyes, are positioned etc..then redraw. Apply paint.

Create a Magazine collage of face. Photomontages  
Use a photo of students so they can create a collage.

**Nikos Gyftakis**



Peculiar portraits.  
Look at Andy Warhol style images, get pupils to work on top of photocopies.  
<http://www.tate.org.uk/art/artists/andy-warhol-2121>



**Shapes**

Outlines- silhouettes



<http://banksy.co.uk>



Leaf stencils, Positive and negative. Template.



Paint techniques - impasto, thick marks, use glue spreaders to create marks.

Copy/ make a study of an artist. Create your own still life, found objects, setup in the class.

Use a selection of artists that cover a JOURNEY THROUGH TIME- Still-life

Artists.

Roy Lichtenstein

PauL Cezanne

<http://inkyhands.co.uk/simple-still-life-drawings-of-food/>

Giorgio Morandi

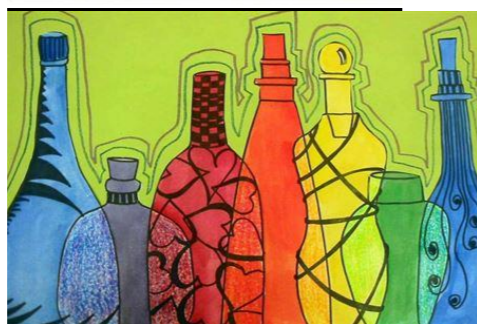
Carolyn Brady

Pieter Claesz

[Juan Gris](#)

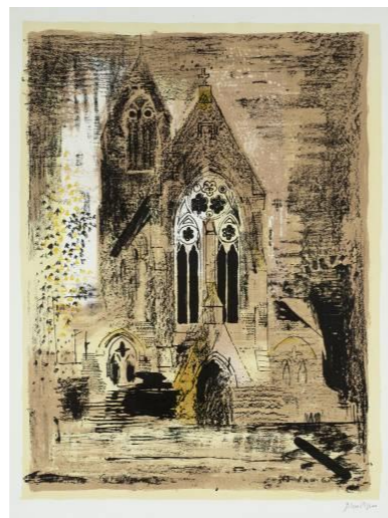
Roy Barley

Vanessa Bowmen

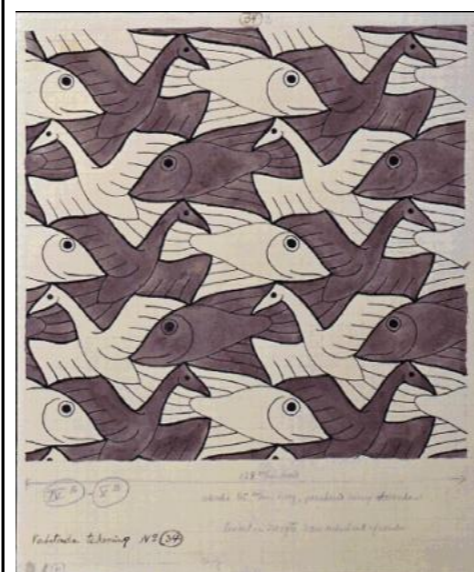


Collaboration, work together to create a tonal piece for display.

Tonal Paintings by Liz Wiltzen



25 October 1987 (photograph)  
M.C. ESCHER (1898-1972)  
Day and Night, 1938 (woodcut)  
<http://www.mcescher.com/>



BRITISH SCHOOL (Jacobean Era)  
The Cholmondeley Ladies,  
c.1600-10 (oil on wood panel)  
Zentangle - wood cuts  
<http://www.pavneetsembhi.com/>



Pupils create a head, then using ink and a straw they create the hair.



ARTISTS

**John Clang - collage faces.**

David Hockney - photo montages  
Picasso.

[Françoise Nielly](#)



Andre Derain - portraits





<http://www.elizabethwiltzen.com/urban-landscapes/>

