



# Orton Wistow Primary School – Curriculum Plan



**Subject : Art**

**Year : 2**

**Term : Autumn**



## Vocabulary

**Define the word and include etymology if useful.**

Composition- The arrangement of various visual elements in an artwork.

Pattern- A pattern is a design in which lines, shapes, forms or colours are repeated.

Observational Drawing- Observational drawing is drawing or painting from life, using objects that are sitting directly in front of you.

Pressure- The amount of force you apply.

Line- A mark made on a surface that joins different points and can vary in length, width, direction and shape.

Mark Making-Exploring the different marks which you can make with different mediums.

Collectors- A person who collects things of a specified type to inspire and create art.



## Knowledge

What children will know

**Learning**

**Teaching**

**Assessment**

Remembering

Telling

Testing

That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.

That we can go into our own environments, even when they are very familiar to use and learn to see with fresh eyes and curiosity.

That we can use the things we find to draw from, using close observational looking.

That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoy accidents as well as planned successes.

We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.

Andry Goldsworthy is a British Sculptor who creates art from natural objects found in the landscape. He is also known for creating artwork in the landscape itself.

Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox and Nicole White are collectors and explorers. These artists bring the things they "collect" back to their studios to make work.



## Understanding

What children will understand

**Learning**

**Teaching**

**Assessment**

Practising

Coaching

Observing

Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.

Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect the lines they make.

Continue to build understanding that sketchbooks are places for personal experimentation.

Understand that the way each persons' sketchbook looks is unique to them.

Understand how to make spaces and places inside a sketchbook to make it unique to them.

Understand that we can combine collage with other disciplines such as drawing, printmaking and making.

Understand that artists take their inspiration from around them, collecting and transforming. Understand that we may have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



## Skills

What children will be able to do

**Learning**

**Teaching**

**Assessment**

Reflecting

Facilitating

Evaluating

Explore the idea that artists can be collectors and explorers.

Explore a range of collectors and how they use the things they collect to inspire and make art and reflect on their artwork.

Visit local environments, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing Photographs.

Talk about what they collected and how and they arranged the things they collected.

Use drawing exercises to focus an exploration of observational drawing combined with experimental marking making, using graphite, soft pencil, handwriting pen.

Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.

Create final collaged drawings which explore composition.

Discuss the work they have made with their classmates, sharing what they thought was successful and think about what they would like to try again.



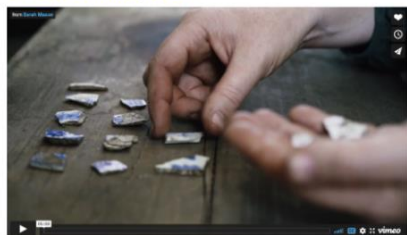
## Useful information

Pathway: Explore & Draw ([accessart.org.uk](http://accessart.org.uk))

### Week 1: Introduction

Artists Are Collectors & Explorers

Introduce children to the idea that artists are often collectors and explorers.



### Week 2: Explore and Collect

Explore and Collect



### Week 3: Sketchbook Work

Continuous Line Drawing Exercise

Feely Drawings



# Explore & Draw

### Week 6: Celebrate.

Reflect, Share, Talk



### Week 5: Project Two

Wax Resist Autumn Leaves



### Week 4: Project One

Autumn Floor Drawings







Images taken from Access Art [www.accessart.org.uk](http://www.accessart.org.uk)





# Orton Wistow Primary School – Curriculum Plan

Subject : Art			Year : 2			Term : Spring					
											
Vocabulary			Knowledge			Understanding			Skills		
What children will know			What children will understand			What children will be able to do					
Define the word and include etymology if useful.			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p><b>Expressionism</b>- An art movement (1898-1920) where artists 'expressed' themselves in their work.</p> <p><b>Gestural Mark Making</b>- Applying paint (or other medium) with free-flowing strokes.</p> <p><b>Expressive</b>- To convey thought or feeling.</p> <p><b>Primary Colours</b>- Red, yellow and blue.</p> <p><b>Secondary Colours</b>- Orange, green and purple.</p> <p><b>Hues</b>- A hue refers to the dominant colour family.</p> <p><b>Texture</b>- How something feels.</p> <p><b>Impasto</b>- Thick and textured application of paint.</p> <p><b>Sgraffito</b>- Scratching a design, pattern or picture into something such as paint or clay.</p> <p><b>Abstract</b>- A form of art with no recognisable subject.</p> <p><b>Still Life</b>- Drawing or painting objects in a certain way.</p> <p><b>Composition</b>- The arrangement of artwork.</p>			<p>Expressionism is an art movement from 1898-1920 where artists 'expressed' themselves in their work.</p> <p>That artists sometimes use loose, gestural brush marks to create expressive paintings.</p> <p>Expressive painting can be representational or more abstract.</p> <p>Artists use impasto and sgraffito to give texture to the painting.</p> <p>Artists sometimes use colour intuitively and in an exploratory manner.</p> <p>That we can enjoy, and respond to, the way paint and colour exists on the page.</p> <p>Still Life art is drawing or painting objects in a certain way.</p> <p>Van Gogh (1853-1890) and Cezanne (1839-1906) were artists that used thick paint and loose brushwork to create expressive work.</p> <p>Primary colours can be mixed together to make secondary colours of different Hues.</p> <p>A sketchbook is a place for personal experimentation. It can be used to explore colour and develop mark making, inspired by other artists.</p>			<p>Understand the concept of Expressionism.</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract expressionist painting.</p> <p>Understand the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand what a sketchbook is used for and how to use a sketchbook effectively to explore colour and develop mark making, inspired by other artists.</p> <p>Understand the terms impasto and sgraffito and how they add texture to a painting.</p> <p>Understand who Van Gogh (1853-1890) and Cezanne (1839-1906) were and how they created expressive work.</p> <p>Understand the concept of Still Life.</p> <p>Understand that we may all have different responses to artwork and all response are valid.</p>			<p>See how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</p> <p>Start to share my response to the work of other artists.</p> <p>Use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p> <p>Recognise primary colours and mix secondary colours. Experiment with hues by changing the amount of primary colours added.</p> <p>Be inventive by using various home-made tools to apply paint in abstract patterns.</p> <p>Make loose drawing from a still life.</p> <p>See colours and shapes in the still life.</p> <p>Use gestural mark making with paint, and incorporate colours and shape in the still life to make an expressive painting.</p> <p>Share their experiments and final piece with others and share what they like and what went well.</p> <p>Enjoy the work of their classmates and see how all work is different. Share their response to some of their work.</p>		



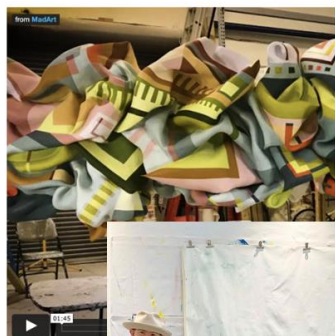


## Useful information

Pathway: [Expressive Painting \(accessart.org.uk\)](http://accessart.org.uk)

Week 1: Introduce artists.

Marela Zacarias & Charlie French



Week 2: Explore expressive painting and colour mixing



Week 3: Explore Brush Work of Van Gogh & Cezanne



# Expressive Painting

Week 6: Present & Share



Week 4 & 5: Explore & Create: Gestural Mark Making with Acrylic Paint



Images taken from Access Art [www.accessart.org.uk](http://www.accessart.org.uk)





# Orton Wistow Primary School – Curriculum Plan



**Subject : Art**

**Year : 2**

**Term : Summer**



Vocabulary

Define the word and include etymology if useful.

Transform – To change the form, appearance or shape of something.

Manipulate- Change the shape of a material (e.g. twisting, tearing, folding, bending).

Sculpture- A sculpture is an art from made in three dimensions.

Sculptor- An artist that makes sculptures.

Form- An element of art that refers to 3D objects.

Fasten- Tightly join or attach something together.

Bind- To hold something tightly together by wrapping or tying something around it (e.g. wool or rubber bands).

Wool- Yarn made from sheep's hair fibres.

Structure- The arrangement of many parts that have been put together.



Knowledge  
What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing

Making art can be playful and fun. We can create things for other people to enjoy/ use.

Sculpture is the name given for artwork which exists in three dimensions.

Materials can be manipulated by twisting, tearing, folding, and bending to form structures. Wool can be used to bind materials together.

Artists use their creativity to look at the world in new ways and use their hands to transform materials into new things.

Worry Dolls are small, hand-made dolls that originate Guatemala. The dolls are made of wire, wool and small pieces of fabric.

Chris Kenny is a British artist. His artwork includes working with found objects (such as fine twigs) which he transforms into people.

When we reflect on our own work and the work of others. We think about what we are good at and what we might do differently next time.



Understanding  
What children will understand

Learning

Practising

Teaching

Coaching

Assessment

Observing

How can I be inventive with materials?

Understand that in art we can experiment and discover new things for ourselves.

What is a sculpture?

How can I change the shape of a material?

What are Worry Dolls and how are they made?

Who is Chris Kenny and how does he transform fine twigs?

How can I be inspired by artists and use their work to inform my ideas?

How can I reimagine a familiar object?

How can I fasten materials together to construct my sculpture?

How can I use my sketchbook effectively?

How can I reflect on the work created throughout the half term?

Understand that we may all have different responses to artwork and all responses are valid.



Skills  
What children will be able to do

Learning

Reflecting

Teaching

Facilitating

Assessment

Evaluating

Take a familiar object like a stick, and use their imagination to think about what it might become.

Research Worry Dolls and use this to inspire and inform their idea generation.

Explore and be inspired by British artist, Chris Kenny and how he uses his creativity to transform materials into new things. Use his work to inform their ideas.

Use their sketchbook to generate ideas and to test ideas.

Use a variety of materials to transform their object thinking about form and colour.

Cut materials with simple tools and fasten materials together to construct their sculpture.

Transform found objects into sculpture, using imagination and construction techniques including cutting, tying and sticking. Think about shape (2D), form (3D), texture, colour and structure.

Share their sketchbook and sculpture with the class and talk about how they made it and what they liked, and listen to feedback of others. Listen to and share their thoughts about their peer's artwork.



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## Useful information

<https://www.accessart.org.uk/stick-transformation-project/>

Week 1: Making and Playing

Roots and Shoots



Week 2: Introduce the craft of Worry Dolls

Guatemalan Worry Dolls



Week 3: Explore artist- Chris Kenny



Watch this video of 'Stick Man' as a light hearted introduction to the idea that sticks and twigs can be reimagined into different things!



# Stick Transformation Project

Week 7: Celebrate

Share, Reflect, Discuss



Week 4, 5 and 6: Test Ideas and Make Worry Dolls



Take the children outside to find the perfect sticks and use our "[Worry People](#)" resource to create a class full of stick people.

Use sketchbooks to design clothes and explore how the position of arms/legs/body affects personality of stick person.

Images taken from Access Art [www.accessart.org.uk](http://www.accessart.org.uk)

