Year 2 Creative MTP

Statutory Requirements - National Curriculum

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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.

Subject Content

Key Stage 1

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.

Expectations

At least 2 lessons (per term), focusing on teaching the skills of either sketching, painting or collage.
The Big draw once a term: created by SCop and adapted by teachers
RE day: one art outcome per day
Evidence: keep a range of pieces (at least 6 per lesson) floor books or scrap books
Spring 1: DT (see topic sheets)
Summer 2: textiles, sculpture, art in rotation (see topic sheets)

Autumn: sketching	Spring: painting	Summer: collage
I can use curve, straight, light and dark lines appropriately.	I can experiment with mixing colours: to know what the primary colours are and start to make secondary colours.	I can use scissors to cut shapes and arrange them in a pattern.
I can use thick, thin, slow and fast lines.	I can use different types of brushes to create different marks on the page.	I can select materials by colour and texture.
I can draw familiar objects, things that are of personal interest to me and my feelings.	I know what foreground and background is and describe the different spaces on the page.	I can develop collages based on a simple drawing using paper and material.
I can experiment with control using a variety of media: pencils, rubbers, crayon, pastels, charcoal, chalk etc.	I can paint familiar objects, things that are of personal interest to me and my feelings.	I can develop my cutting skills with paper and material.
I know what foreground and background is and describe the different spaces on the page.	I can mix black and white with other colours to make tones.	I can develop tearing, cutting and layering paper to create different effects.
I can say what I like and don't like in my own, my peers and other artists' work – justify this.	I can start to make independent choices on which colours to use depending on the object and mood.	I can apply glue accurately.
I can suggest improvements to my peers' work and mine.	I can add sand, plaster or other materials to make the paint textured.	I can collect natural materials to create temporary collage.
I know the names of and describe the style of specific artists.	I can say what I like and don't like in my own, my peers and other artists' work – justify this.	I can say what I like and don't like in my own, my peers and other artists' work – justify this.
I can express my opinions and record my ideas in different ways.	I can suggest improvements to my peers' work and mine.	I can suggest improvements to my peers' work and mine.
	I know the names of and describe the style of specific artists.	I know the names of and describe the style of specific artists.
	I can express my opinions and record my ideas in different ways.	I can express my opinions and record my ideas in different ways.