

Yearly Skills & Knowledge Progression

Subject: ART
Year group: 2

	Half Term 1	Half Term 2
Autumn	<p>Knowledge: Know that different artistic works are made by craftspeople from different cultures and times (SMSC 3,5) (BV 1) Explore the differences and similarities within the work of artists, craftspeople and designers in different cultures (SMSC 3,5) (BV 3)</p> <p>Skills: Try out different activities to make sensible choices about what to do next. Make textured collages from a variety of media and by folding crumpling and tearing materials.</p>	<p>Knowledge: Know that different artistic works are made by craftspeople from different cultures and times (SMSC 3,5) (BV 1)</p> <p>Skills: Select particular techniques to create a chosen product and develop some care and control over materials and their use (SMSC 1, 4) (BV 2) Develop techniques to join fabrics and apply decorations such as a running or over stitch. Use the technique of fabric printing.</p>
	<p>What can make this personal to Dovers Green? Self portraits- termly assessment Designing and making South American Carnival masks Clifford Possum Tjapaltjarri- aboriginal artist (SMSC 3, 5) Designing and making Christmas decorations from fabric (SMSC 1, 4) Creating products for the Christmas fair (SMSC 1, 4)</p>	
Spring	<p>Knowledge: Explore the differences and similarities within the work of artists, craftspeople and designers in different cultures (SMSC 3,5)</p> <p>Skills: Sculpture (SMSC all) Represent things observed, remembered or imagined using colour/tools in two and three dimensions. Experiment with basic tools on rigid and flexible materials Try out different activities to make sensible choices about what to do next (BV 4)</p>	<p>Knowledge: Understand the safety and basic care of materials and tools (BV 2)</p> <p>Skills: Experiment with tones using pencils, chalk or charcoal. Use the techniques of relief and rubbings Try out different activities and make sensible choices about what to do next (BV 4)</p>

What can make this personal to Dovers Green?

Self portraits- termly assessment

Creative arts week- Inuit sculpture link with Fire and Ice topic (Kooyoo Peter and Nick Mackman)- Sculpting with soap and clay (SMSC 1, 3, 4, 5)

Draw/represent volcanos using different techniques

Summer

Knowledge:

Know that different artistic works are made by craftspeople from different cultures and times (SMSC 3,5)

Explore the differences and similarities within the work of artists, craftspeople and designers in different times (SMSC 3,5)

Skills:

Give reasons for his/her preferences when looking at art/craft or design work (SMSC 2, 6) (BV 3)

Use the technique of carbon printing (SMSC 4, 5)

Knowledge:

Study a range of artists, craft makers and designers (SMSC 3,5)

Understand the safety and basic care of materials and tools.

Skills:

He/she is able to make textured collages from a variety of media and by folding crumpling and tearing materials.

Select particular techniques to create a chosen product and develop some care and control over materials and their use (SMSC 1, 4)

Give reasons for his/her preferences when looking at art/craft or design work (SMSC 2, 6) (BV 3)

What can make this personal to Dovers Green?

Self portraits- termly assessment

Carbon printing pictures from The Great Fire of London (SMSC 4, 5)

Visit Reigate school to look at GCSE art work

(SMSC 6)

Vivienne Westwood designer

The development of SMSC and the promotion of British Values within Art

SMSC	<ol style="list-style-type: none">1. Children will have the opportunity to choose the media and materials they wish to use to create their art work.2. Children will have the opportunity to share their art work and be confident in the critique of the work of others3. Children will be introduced to a range of artists and art work4. Children will be given the opportunity to use different media and mediums to create art work5. Children will have the opportunity to explore art from different eras and cultures6. Children will have the opportunity to visit other places in the community displaying art work.
British Values	<ol style="list-style-type: none">1. Democracy; encourage respect for democracy by making decisions together or voting for art work that we like the best from a selection created by specific artists.2. Rule of Law; enable students to share resources.3. Respect and Tolerance; encourage students to be positive about the work of others and begin to understand that we all have our own opinions.4. Individual Liberty; Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning.