

Year 2 Skills & Knowledge Progression
Subject: Art
Year 2 on Kapow

	Half Term 1 Exploring Habitats	Half Term 2 A twist in a Tale
Autumn 2026	<u>Kapow Year 2</u> <u>Craft and Design - map it out</u> Exploring and creating maps through various art forms, including drawing, working in relief, print making and designing a stain glass.	
	1. Creative Journey -L.O: To investigate maps as a stimulus for drawing. 2. Relief Maps- L.O: To develop a drawing into 3D work 3. Abstract maps- L.O: To experiment with a craft technique to develop an idea.	4. Print possibilities- L.O: To develop ideas and apply craft skills when print making. 5. Gallery experience- L.O: To present art work and evaluate it against a design brief.
Vocabulary	Abstract Curator Evaluate Imaginary Layer Compose Design brief Gallery Inspired material	Abstract Curator Evaluate Imaginary Layer Compose Design brief Gallery Inspired material

Spring 2027	Half Term 1				Half Term 2	
	It's a London Thing					
	ART WEEK PROJECT - Clarice Cliff <u>Painting and mixed Media - Colour Splash Kapow Y1</u> (as a base for the Arts week). Learning about primary and secondary colours, colour mixing techniques and applying these skills in painting and printing.				<u>Painting and mixed media life - Life in colour Kapow Y2</u> Investigating collage techniques through the work of Romare Bearden , focusing on colour mixing and creating texture using different tools.	
	1. L3 Printing with colour 2. L4 Exploring colour mixing 3. L5 Clarice Cliff plates				1. Texture making 2. Collage creation 3. Developing detail	
Vocabulary y	blend	hue	kaleidoscope		Collage	detail
	pattern	mix	primary colour		Mixing	overlap
	print	shade	secondary colour		Primary colour	secondary colour
	shape	space	texture	thick	Surface	texture

Summer 2027	Half Term 1	Half Term 1
	A sense of Adventure	

	<u>Sculpture and 3D: Clay houses Kapow Y2</u> This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.	<u>Sculpture and 3D: Clay houses Kapow Y2</u>
	1. Exploring clay. LO: To use my hands as a tool to shape clay. 2. Pinch pots. LO: To shape a pinch pot and join clay shapes as decoration. 3. Applying skills in clay. LO: To use impressing and joining techniques to decorate a clay tile.	4. Designing a tile. L.O: To use drawing to plan the features of a 3D model. 5. House Tiles: L.O: To make a 3D clay tile from a drawn design.
	Flatten Shape Join Pinch pot Surface Clay Sculpture Slip	Flatten Shape Join Pinch pot Surface Clay Sculpture Slip

	What can make this personal to Dovers Green? • Termly self-portraits in sketch books • Termly drawing of class tree • Arts week • Use of Forest School and the school grounds to observe the natural world
--	---

- Environmental explorers week, using recycled materials to make a sculpture
- Creating products for the Enterprise week
- Visit Reigate school to look at GCSE art work

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

SMSC	1. Fieldwork, trips and relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development as they become more aware of the world around them, differences and similarities about culture, race and ways of living. 2. Learning about the world around us promotes pupils spiritual development as they learn about real people in real places. This starts with knowledge of themselves, before progressing to knowledge of others near-by and then far away. 3. Enable students to develop their self-knowledge, self-esteem and self-confidence through building on their local knowledge about where they live taught in EYFS.
British Values	Democracy; encourage respect for democracy by making decisions together or voting for ways to improve the school environment. Rule of Law; enable students to distinguish right from wrong as we enjoy the great outdoors respectfully. Respect and Tolerance; encourage students to accept responsibility for their behaviour and be aware of their impact on others, for example, taking our rubbish home after a school trip 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.