

KNOWLEDGE OVERVIEW GRID			
	Subject: Art & Design		Year Group: 2
	Autumn	Spring	Summer
	Topic Painting	Topic Sculpture	Topic Drawing
	Artist Piet Mondrian Kandinsky	Artist Josiah Wedgewood	Artist Paul Cezanne 2025-2026 (change next year to David Hockney)
NC Objectives Covered (Taken directly from the National Curriculum)	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.		
Specific Skills (taken from the BPS skills and knowledge progression document) Red= substantive knowledge Blue= disciplinary knowledge) Progression of skills and knowledge Art.docx	PAINTING - Continue to use different brush sizes and types. - Know how to achieve tints by adding white. - Know how to achieve tones by adding grey. - Know how to achieve shades by adding black. - Know how to mix secondary colours and name them. - Know how to mix paint to achieve brown. - Explore wash, strokes, layers, blending and splash techniques. - Use paint to create patterns, repetition, detail and sharp lines. - Create a final piece that applies two different painting effects.	SCULPTURE - Join two pieces of clay by roughing both surfaces. - Make an object out of malleable material for a purpose, e.g., pot or tile. - Create clay a pot using thumbprint technique. - Add detail to clay surface using clay tools.	DRAWING - Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal. - Add 2H to the range of pencils they use regularly. - Draw from own observations showing increasing accuracy. - Explore lines and blending using pencils, pastels, chalk and oil pastels. - Choose when to use dots or lines to show texture or patterns. - Study and analyse landscapes using artists' vocabulary (backgrounds, foregrounds) - Identify backgrounds and foregrounds in a landscape. - Study landscapes created by famous artists. - To use secondary source images to observe and draw a landscape. - To create objects in the foreground that appear larger than those in the background.

Expectations of progression in drawing, sculpture and painting	To see overview of expectations and progression: Progression documents.docx	To see overview of expectations and progression: Progression documents.docx	To see overview of expectations and progression: Progression documents.docx
Previous Knowledge -What have children learnt previously that will support this next step? For all yeargroups, see: Progression of skills and knowledge Art.docx	<u>PAINTING</u> • Mix paint to create a secondary colour. • Start experimenting with different tones. • Use of different brush sizes and types. • Use different ways to apply paint (brush, hands, fingers, spatula). • Experiment with different textures (sand, sawdust, glue with paint). • Explore primary and secondary colours. • Represent primary and secondary colours on a colour wheel. • Identify and experiment with warm and cool colours. • Have an awareness of the variety of colours in the environment. • Paint from observation. <u>PRINTING</u> • Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils, mesh, or plastic, to create a repeating pattern. • Make marks in print with various objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc. • Create rubbings from a print or textured surface. • Know how to create a repeating Pattern in print.	<u>SCULPTURE:</u> • Manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • Use joining techniques of gluing, pins, staples and threading. • Work with others to create a group artwork using recycled materials. • Communicate reasons, thoughts, observations and feelings. • Create models using recycled materials.	<u>DRAWING</u> -Introduce the pencils: HB, 4B and 8B to -Explore light and dark and lines of different thickness. -Begin to explore the use of line, shape, texture and colour. -Investigate tones -Draw light and dark lines. -Draw faces and limbs. -Know how to show in their work how people are feeling. -Use pastels and charcoals
Misconceptions -What are the common misconceptions in knowledge for this unit?			Pupils don't always consider the techniques of blending and texture as drawing, they see it is 'colouring'.

Learning Sequence Planning for the arts.docx Copy and paste the specific skills and knowledge you're going to cover in each stage.	Stage 1: Link it	<u>Link to prior knowledge:</u> Recall experience of painting in Y1/EYFS. <u>Links to personal experience or another subject:</u> Class discussion around what their experience of painting is/how it makes them feel/what they have painted/what tools they have used. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <u>Introduce new unit:</u> What tools have they previously used for painting? What tools could they use for painting? Mind map created of the different tools that we can use to paint.	<u>Link to prior knowledge:</u> Manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading - Give each child a small amount of play-doh to explore, what makes is malleable? Can you bend it? Change its shape? Etc. (Examples of canva) <u>Links to personal experience or another subject:</u> View images of different types of sculptures. What style of art is this? <u>Introduce new unit:</u> Sculpture is a three-dimensional art form which uses 4 main techniques: Casting – materials such as metal poured into a cast to create sculpture when solid Carving – wood carving, ice carving Modelling – when malleable material is shaped Constructing – when materials are joined together to form a sculpture. Introduce unit – we are going to be focusing on modelling sculpture. We are going to model to create pinch pots. Today's focus – Can I identify sculptures and malleable materials? Images of play-doh, sand, slime. What is the similarity? They are all malleable materials. 'Malleable' is a property which means you can bend or shape them easily. The images are all examples of materials that are malleable.	<u>Link to prior knowledge:</u> Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness. Draw light and dark lines. <u>Links to personal experience or another subject:</u> What is your experience of drawing? What do you choose to draw? <u>Introduce new unit:</u> Introduce new unit. Form: Drawing Genre: Landscape Artist: Paul Cezanne Techniques: Identify backgrounds and foregrounds, blending and outcome: draw a landscape using a variety of media.
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	Stage 2: Research Artist	<u>Piet Mondrian</u> Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Familiarise the children with that artist’s technique and style:</u> Abstract art doesn’t show pictures of things but uses colours, lines and shapes to express how the artist is feeling. Mondrian liked to paint using the primary colours with black lines and white spaces. <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Look through range of Mondrian paintings. What do you see when you look at these painting? What kind of colours does Mondrian use? What shapes can you see? What kind of lines can you see? How do you think Mondrian was feeling when he painted these? How does the painting make you feel? What do you like about them? Stick examples of Piet Mondrian's work in sketchbook and pupils annotate with their reflections. <u>Wassily Kandinsky</u> <u>Familiarise the children with that artist’s technique and style:</u> Recap meaning of abstract art – Using shapes, lines and colours but doesn’t need to look realistic. <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Wassily Kandinsky (1866-1944) was born in Russia. He loved music and could play the cello and the piano. His paintings were inspired by music. He saw colours when he heard music and heard music when he painted. Kandinsky used painting (shape, colours and lines) to express emotions. <u>Familiarise the children with that artist’s technique and style:</u> A ceramic artist uses materials such a clay to make art in many forms such as tableware (pots, cuts, vases etc), tiles, figurines, armaments and other sculptures. When looking at ceramic art think about the texture, shape, colour and markings. What do you like about them? What techniques have been used? What do you think inspired the artist? What does it make you think? <u>Understand the artist’s life:</u> Useful links: https://www.bbc.co.uk/history/historic_figures/wedgwood_josiah.shtml https://www.wedgwood.com/en-gb/welcometowedgwood/the-wedgwood-story?srsId=AfmBOoq6F0e9YJarkJ53Wx8kPp7MYh1oZRCIkTyCObCXhQ6kRTZY0MeF https://www.britannica.com/art/Wedgwood-ware Key facts: Known as the father of English potters. Very famous ceramic artists from 18th Century. Wedgewood Pottery is still popular today, more then 260 years later! 1730-1795 Born into a family of potters. Opened his own factory before he was 30 years old. Well-known for extensive experiments with clay – over 5000 experiments. There is a Wedgwood Museum. Most well-known collections: Queen’s Ware – Wedgwood became the ‘Queen’s Potter’ in 1762 when Queen Charlotte ordered a set of cream-coloured earthenware (this was new!). Other monarchs from around the world then collected Wedgwood Ware. Jasperware – created in 1770s. Matte finished and create colours (linked back to experiments). Wedgwood Blue became very popular and often had white decorations. Jasperware is still popular today. (Additional link on canva) Black Basalt Pupils to have images from learning and create a page to capture what they have learnt about Josiah Wedgwood. <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Create an artist research page
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Familiarise the children with that artist’s technique and style:

Paul Cezanne

Understand the artist’s life:

Paul Cezanne:

1839 – 1906, Born in Aix-en-Provence, South France

Many people think that Paul Cézanne is one of the most famous artists of all time but during his life, he only sold a few paintings and didn't win any awards for his art. He was nearly 60 years old before galleries showed any interest in his art.

His father had a successful business as the co-founder of a French banking firm. In 1856, Cezanne began having drawing and painting lessons, but his father disapproved. To please his father, he went to university to study law. Two years later, he went to Paris and his father supported his decision to be an artist. He didn’t stay in Paris for long.

His art was turned away many times and often criticised. He was a post-impressionist (against impressionist) who wanted to display his visual sensations on canvas. He is very well known for still life paintings, gazing intensely at objects and from many objects. He inspired the later art genre of Cubism.

<https://youtu.be/p-5pLKTh3xY>

Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:

Images of some of his most well-known artwork.

Pupils to have images of Paul Cezanne and some of his artwork for pupils to create a research page for Paul Cezanne.

		https://www.bbc.co.uk/bitesize/articles/zr7cdnb Look at examples of Kandinsky's artwork e.g. Red Spot 11 and Improvisation 26. Place Kandinsky's artwork on table. Question prompts to support discussion. t-ad-028-wassily-kandinsky-photo-pack-_ver_3.pdf Activity: Stick two examples of Kandinsky's work in sketchbooks and create a page which reflects his artwork and how they feel about it. Pupils may have a go at shapes, lines and colour to express how they are feeling. They can show what they know about Kandinsky e.g. music notes to show he loved music. Kandinsky art.pub Put classical music on to represent how Kandinsky worked.		
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	Stage 3: Research the genre	<u>Look at other art from this period of art history:</u> Remind pupils of our artist work – Mondrian and Kandinsky are both known for what type of art? Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. Abstract art uses colour, lines and shape to make art that expresses feelings. Some abstract artists had theories that colours and shapes had the ability to evoke emotions in people, and planned out paintings that looked random in great detail. Other abstract artists painted randomly and hoped to capture their thoughts through this disordered process. Abstract art began to be noticed in the 1900s, especially in New York. It is usually large in size. Abstract art has lines and figures everywhere, so the eye doesn't focus on one point in the piece. <u>Annotate pieces of artwork from this genre:</u> Look at examples of famous art – is it abstract art? Why/why not? (Encourage pupils to identify and define abstract art) <u>Discussion about what they like or dislike about the genre:</u> Talking trios – group pupils in groups of 3 where possible. Focus on what active listening is and what good discussion looks like. Talking trios to have photo packs of abstract art to reflect on. Question prompts on the board.	<u>Look at other art from this period of art history:</u> Explain that the malleable material we are going to use is clay. What is clay? Clay is a natural material which has been used for thousands of years to make sculptures such as pottery. When we look at the genre: clay we can think about the shape, colour, texture and markings on the ceramic art. Look at the images – what do you notice? What do you like? What do you dislike? National Geographic video about Mexican pottery: https://youtu.be/K_OLh6ZTyhU Allow pupils to discuss throughout. Ceramic Art Show London 2019: Video showing the ceramic art on display in London in 2019. https://www.youtube.com/watch?v=3oxLf6Ny9c0 Allow pupils to discuss throughout. What do they notice? What do they like? What do they dislike? <u>Annotate pieces of artwork from this genre:</u> Pupils to have images of a range of ceramic pots. Pupils annotate with what they notice, what they like etc... <u>Discussion about what they like or dislike about the genre:</u> Class discussion and pupils to reflect in their sketchbook.	<u>Look at other art from this period of art history:</u> Landscape drawing is a form of artistic representation that represents natural inland scenery, focusing on elements like mountains, valleys, trees, fields and water. Landscape paintings became a common type of painting during the Renaissance in the 16th century. (Renaissance was a period of significant cultural, artistic, and scientific flourishing in Europe. Artists such as Leonardo da Vinci, Michelangelo, and Raphael) <u>Annotate pieces of artwork from this genre:</u> Look through a range of well-known landscape paintings, what do they notice? What do they like? Including: Nicholas Poussin, Claude Lorrain, John Constable, Joseph William Turner, Claude Monet and Paul Cezanne) Introduce knowledge sentences and examples: • I know that a landscape is a picture of land which has a foreground, middle ground and background. • I know that the background is behind the main part of the picture and the foreground is the things at the front of the picture. • I know that the horizon is where the earth or sea meets the sky. Landscape- a picture representing a view of natural inland scenery. Background- the ground or parts of a scene that are behind the main subject of the artwork. Horizon- the line where the earth or sea meets the sky.
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				Middle ground- is the middle distance of a painting or photograph. Foreground- the ground or things placed in the front of the picture. * 4 parts of a landscape <u>Discussion about what they like or dislike about the genre:</u> Using the examples of artwork seen, what do they like or dislike about the genre?
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	Stage 4: Develop specific technique	Techniques <u>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u> Colour: Know how to achieve tints by adding white. Know how to achieve tones by adding black or darker colours. Know how to mix secondary colours and name them. Know how to mix paint to achieve brown. - Recap Y1 knowledge. - Look at colour wheel. - Introduce secondary colours. - Children to explore making secondary colours recording in sketch books. Mix in palettes. - Model how to make tints by adding white paint. Children to explore. - Model adding black paint, children to explore making tones. Techniques: - Flat wash/variegated wash/graded wash - Brush strokes – vary pressure, brush size, dotting, small brushes for detail, larger brushes for washes - Apply wet paint over the top of dried paint - Apply wet paint over the top of wet paint Techniques: Continue to use different brush sizes and types. Explore wash, strokes, layers, blending, splash and dip techniques. Use paint to create patterns, repetition, detail and sharp lines. - Children to use a double page spread, split into 4 sections to explore the four techniques. Teach/model then allow time to explore. Repeat, bringing them back to listen to next technique. - Washes: A wash is a semi-transparent layer of colour. Pupils use a small amount of paint in sketch book and then add water to ‘wash it’ - Explore different brushes: Have a range of brush types of the tables, allow pupils to explore the different strokes that are made. - Sharp lines: one of the ways we can create lines is to use masking tape. Cut small strips	Techniques: - Explore how to join two pieces of clay by roughing both surfaces. Explain that we are going to continue to develop techniques using clay that we will then apply to making our pinch pots. When you design your pinch pot you may want to add a feature or design on using another piece of clay. You join those two pieces of clay together by roughing both surfaces and using slip (water and clay mixed to create a glue-like paste) to them to one another, then blending the piece to join them. https://www.youtube.com/watch?v=kdtM_G90rhA&feature=youtu.be Make a small amount of slip on each table by mixing clay and water. All pupils have a go at creating a shape they want to add to another piece of clay. Roughing both surfaces, sticking together using slip and then blending them together (as shown in the video) - Create sphere of clay by rolling in palm of hand.  - Use thumb to push down centre of pot. https://www.youtube.com/watch?v=bELqM8aSqLc https://www.youtube.com/watch?v=kdtM_G90rhA&feature=youtu.be - Pinch edges of pot between thumb and finger. https://www.youtube.com/watch?v=bELqM8aSqLc https://www.youtube.com/watch?v=kdtM_G90rhA&feature=youtu.be - Use water to smooth edges. https://www.youtube.com/watch?v=bELqM8aSqLc https://www.youtube.com/watch?v=kdtM_G90rhA&feature=youtu.be - Add detail to clay surface using clay tools or by sticking details onto pot by roughing both surfaces. When you design your pinch pot you may want to add a feature or design on using another piece of clay.	Techniques: <u>Explore dots and lines to show texture or patterns.</u> Focus technique: choose when to use dots or lines to show texture of pattern. Media: pencils, crayons, oil pastels, chalk Texture is the way a surface or material feels. There are two types of texture: Actual texture that you can feel and visual texture that you can see. Textures are all around us, it might smooth or bumpy, soft or hard. (link to science unit) Look at different images of nature – what different textures can you describe? Looking at a landscape photograph, use the wiggit of textures to describe what textures can be found in this landscape. You can use different kind of marks (lines and dots) that show how objects feel (texture) in your artwork. E.g. you might want to make things you draw look as if they are rough, like a piece of wood or a tree trunk or you might want to make something look as if it is smooth, like a stone on a beach. Explain the different types of pencils used for drawing and what their names mean H pencils make fine lines, leave a light mark on the paper, are good for drawing details. B pencils are usually soft and make heavy, darker lines. There are best for shading and blending. They will often need sharpening and may smudge easily. Artist can suggest how something feel using techniques that imply texture – show examples. Pupils to use a range of media (pencils, crayons, oil pastels, chalk and charcoal to explore creating different textures (with the outcome of a landscape in mind, nature textures)  <u>Explore lines and blending using pencils, pastels, chalk and oil pastels. Blend using hands, paper towels, dry paint brush, cotton buds. Use a rubber to erase.</u> Blending is a technique to seamlessly combine two or more colours to create a smooth transition or a new colour. It's a way to soften hard edges, create gradients, and add depth and dimension to a piece. We are going to explore blending using different media and resources. Using pencils, crayon, pastels, chalk and charcoal. Explore
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		of masking tape and place them in sketchbook for desired effect. Paint over the top and carefully peel up the tape. • Drips and splatters: Drip – mix paint and water, drip small amount on page and then angle sketchbook to control the drips. Splatter – small amount of paint on brush (flat brush if possible) gently flick paint onto page to create splatter. Technique: print with a range of hard and soft materials, e.g., corks, pens, barrels and sponges. Press, roll, rub and stamp to create prints. • Explain what printing is – using an object/material to transfer an ‘image’ shape, pattern to another surface. • What objects could we use to print with? • Pupils to explore the different prints they can create using a range of materials. • After some time show the way we can change the way we print e.g., press, rub, roll or stamp.	You join those two pieces of clay together by roughing both surfaces and using slip (water and clay mixed to create a glue-like paste) to them to one another, then blending the piece to join them. https://www.youtube.com/watch?v=kdtM_G90rhA&feature=youtu.be Make a small amount of slip on each table by mixing clay and water. All pupils have a go at creating a shape they want to add to another piece of clay. Roughing both surfaces, sticking together using slip and then blending them together (as shown in the video)	using your hands, paper towels, dry paint brushes and cotton bugs to blend. See canva for visual examples. In sketchbooks: Pupils to stick focus technique in books and then explore blending. • <u>Create objects in the foreground that appear larger than those in the background.</u> Recap learning about horizon line, foreground, middle ground and background. Background- the ground or parts of a scene that are behind the main subject of the artwork. Horizon- the line where the earth or sea meets the sky. Middle ground- is the middle distance of a painting or photograph. Foreground- the ground or things placed in the front of the picture. Explain what the term perspective means - representing 3D objects on a 2D surface to give the right impression of their height, width, depth, and position in relation to each other. Looking at a range of landscape paintings from stage 3 research the genre, how do the artists achieve the perspective that things are in the foreground and other things are in the background? Things in the foreground are bigger than things in the background. If we want something to be in the background, we need to make it smaller, to make it look like it is far away. Show examples of sketches and drawing of objects drawn in the foreground that appear larger than those in the background. In sketchbooks, pupils stick focus technique in and the explore creating objects in the foreground that appear larger than those in the background. Pupils should choose objects that they will likely use in their draft and outcome e.g. river, trees, flowers, mountains.
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	Stage 5 and 6: Create a draft or plan Create a final piece	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. Create a final piece that applies two different painting effects. • Children to wash background on separate sheet. WK1. • Children to use painting skills/techniques to create lines/shapes and colour that are layered on top of their washes background. WK2.	Drafting: • Trial – composition, check colour, size • Teacher modelling Look at many different examples of pinch pots – reflect on them and share ideas. What do you like about them? What techniques can you see? What textures and shapes can you see? https://www.bbc.co.uk/bitesize/articles/z63b8p3 Watch video of how to make a pinch pot prior to designing their pinch pot to give them an idea of what is possible. https://www.youtube.com/watch?v=bELqM8aSqLc In sketchbook: Design your pinch pot – explore different designs, textures, shapes and colours. What techniques are you going to use? Encourage pupils up create more than one design or create multiple drafts of the same design adding more detail etc. Pupils can use play-doh to make a mock-up of their pinch pots to help finalise their design. Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. Watch 'How to make' video https://www.youtube.com/watch?v=bELqM8aSqLc View visual instructions – talk through steps.  What techniques are you going to use? Pupils to make pinch pots. Allow as much time as possible to enable pupils to complete their design including any markings. Remind pupils to use the techniques previously taught including joining two pieces of clay by roughing the surface, adding slip and smooth edges. Allow to dry prior to next step. Pupils to refer back to their designs and verbally evaluate their pinch pot so far. Pupils to use acrylic paint to add detail to their pinch pots. Refer to previous unit's learning. Consider brush size needed for desired detail – allow pupils time to explore these before painting onto their pinch pot. Support pupils to mix colours where needed (Autumn 2)	Drafting: • Trial – composition, check colour, size • Teacher modelling Recap prior learning including stage 3, research the genre and stage 4, develop the techniques. Explain that we will be using photographs of landscapes to inspire our own landscape drawing (secondary sources) Model sketching the outline of our landscape starting with the horizon line. Then moving onto background, starting with elements furthest away, like mountains or distant trees. Next add the middle ground such as hills, fields, or a river. Remind pupils about the vanishing point and perspective. Then move onto the foreground, focusing on the details closest to the viewer such as paths, rocks, plants, or trees. The objects in the foreground should be more detailed. Once they have they overall sketch/outline completed, pupils should add refinements and detail (remind pupils about texture techniques). Following teacher model, pupils to select a landscape photograph they would like to use as their inspiration. Pupils have a go at the above process. Where possible, pupils have a go at drafting the use of media to add colour and texture. Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. Revisit last week's draft, focusing on specific areas that are identified in previous stage. Pupils verbally evaluate their draft, what went well? What are they going to do differently in their final piece? Revisit the process: Model sketching the outline of our landscape starting with the horizon line. Then moving onto background, starting with elements furthest away, like mountains or distant trees. Next add the middle ground such as hills, fields, or a river. Remind pupils about the vanishing point and perspective. Then move onto the foreground, focusing on the details closest to the viewer such as paths, rocks, plants, or trees. The objects in the foreground should be more detailed. Once they have they overall sketch/outline completed, pupils should add refinements and detail (remind pupils about texture techniques). Teacher modelling of applying blending and texture technique to add colour and detail to landscapes. Pupils use secondary source, repeat process of sketching outline first as above and then applying taught techniques. (allow 2 lessons or full afternoon)
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	Stage 7: Evaluate	What do you like about your final piece? What could you improve about your final piece? What ideas did you take from [the artist]? What new skills and techniques have you learnt or got better at? Evaluation sheets Year 2	What do you like about your final piece? What could you improve about your final piece? What ideas did you take from [the artist]? What new skills and techniques have you learnt or got better at? Evaluation sheets Year 2	What do you like about your final piece? What could you improve about your final piece? What ideas did you take from [the artist]? What new skills and techniques have you learnt or got better at? Evaluation sheets Year 2
Curriculum End Points Developing a Curriculum for Art & Design Whole School p.8-31	- Understand how to create tones and tints with paint. - Can create different effects with paint. - Understand how to change the properties of paint using water. - Can discuss artist’s use of painting effects.	- Know about famous sculptors who used natural materials. - Recall how they have created a sculpture using natural materials.	- Can identify what a landscape is. - Can identify the foreground and background in a landscape. - Understand how to use and look after oil pastels.	
Knowledge Sentences Developing a Curriculum for Art & Design Whole School p.8-31	- I know how to create a tint by adding white. - I know how to create a shade by adding black. - I know how to create a tone in by adding grey.	- I know how to roll, join, twist and coil clay to create different textures and patterns. - I know how _____ has created their sculptures using natural materials. - I know how to join two pieces of clay by roughing both surfaces.	- I know that a landscape is a picture of land which has a foreground, middle ground and background. - I know that the background is behind the main part of the picture and the foreground is the things at the front of the picture. - I know that the horizon is where the earth or sea meets the sky.	
Key Vocabulary (To share with children and add to working walls/knowledge mats)	Tint – a mixture of a colour with white, which increases lightness Shade – a mixture with black, which increases darkness. Tone – in painting, a mixture with grey. Washes – A term for a visual art technique resulting in a semi-transparent layer of colour. Application – how art materials are transferred to a surface. Textures – Texture refers to the surface quality of a work of art. A texture created to look like something it is not is called visual or implied texture.	Rolling Pinching Joining Textures Twisting Creating Communicate Explore Experiment Pattern	Landscape- a picture representing a view of natural inland scenery. Background- the ground or parts of a scene that are behind the main subject of the artwork. Horizon- the line where the earth or sea meets the sky. Middle ground- is the middle distance of a painting or photograph. Foreground- the ground or things placed in the front of the picture. Observation- the action or process of closely observing or monitoring something or someone. Blending- the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.	

Sketchbooks



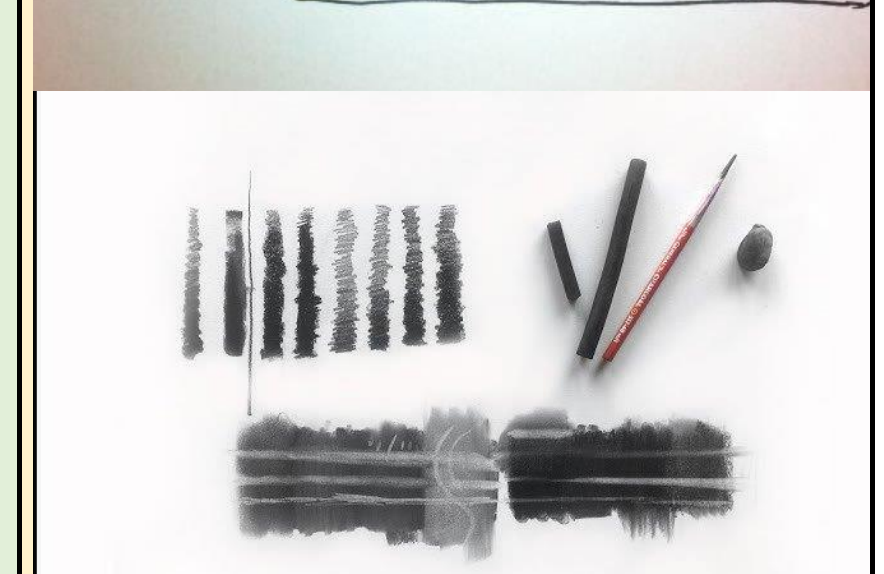
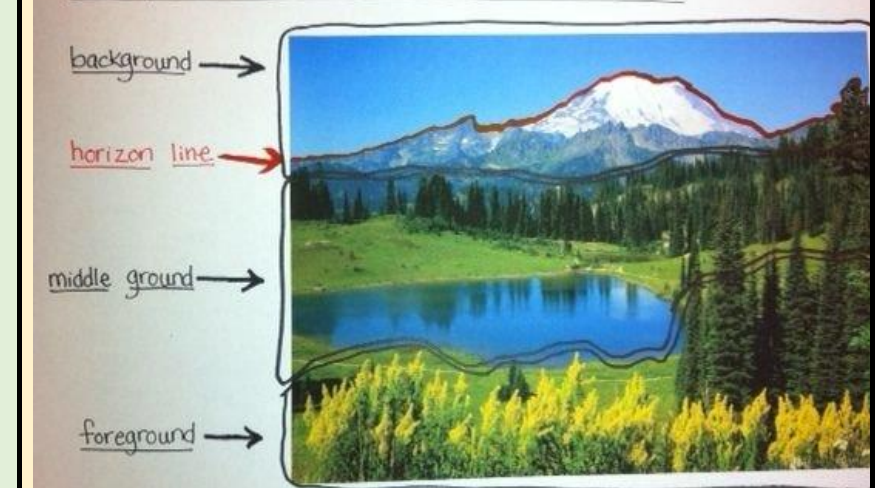
Wet on dry:

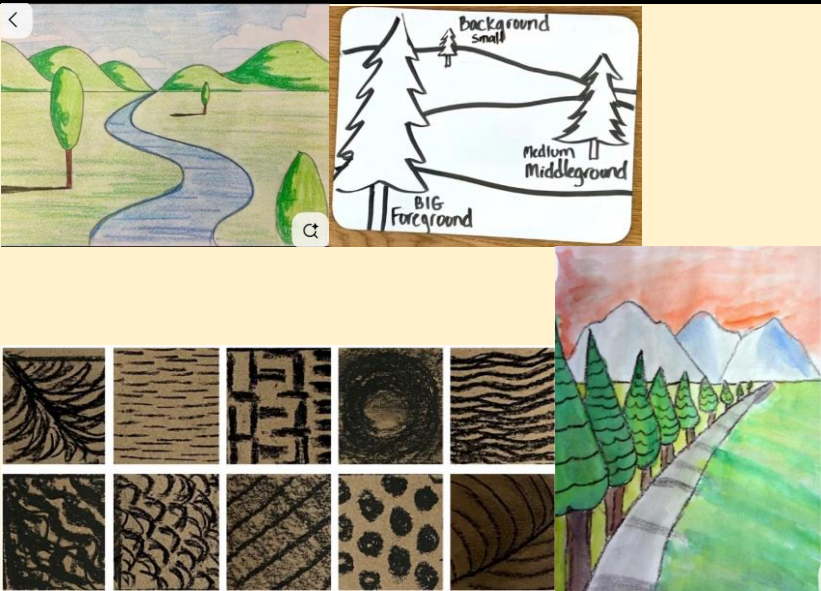


Artist research:



* 4 parts of a landscape



		 Wet on wet: 		
What does this look like at Bramhope?	Enrichment Activities (trips, residential, speakers, SMSC)			Nell bank trip further develops pupils experience and understanding of the natural world Spend lots of time in the wildlife garden observing nature and some observation drawing of plants
	Physical Resources	Watercolours, poster paint, different sized brushes, water pots, palettes	Clay, clay tools, water pots, clay boards	Pencils (HB, 4B and 8B, 2H) , rubbers, crayons, oil pastels, felt tips, chalk and charcoal, paper
	Cross Curricular learning (Include opportunities for writing and quality texts)	Kandinsky – links to music/art used to express emotions		Science – plants Dear Earth – Landscapes/natural world

	Local Learning including outdoor learning			Wildlife garden
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