



Art Statement of Intent

To practice any art, is a way to make your soul grow.

Art has a very important place in our curriculum. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. The appreciation and enjoyment of the visual arts enriches all our lives.

At Whinstone Primary, we aim to 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.

Aims

- ♣ 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.





Whinstone Primary School Year 2 Art



Art and Design KS1 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.

Art and Design KS2 National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



Art and Design Implementation

Art and Design is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

Year 2 Art and Design Implementation – Key Concepts
<p>The Key Concepts of Art at Whinstone are:</p> <ul style="list-style-type: none"> • Form • Printing • Drawing • Texture • Colour • Pattern

In Year 2 the Key Concepts of Art are taught through the following sequence:		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Form Printing	Drawing Texture	Colour Pattern

Topic Specific Vocabulary					
<u>Pattern</u>	<u>Drawing</u>	<u>Colour</u>	<u>Texture</u>	<u>Form</u>	<u>Printing</u>
Arranging Folding Repeating Overlapping regular Irregular Manmade	Experiences Feelings Shadows Light Dark Sketch	Tones Brushes –effects	Running stitches	Replicate Decorative techniques	Print



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of Art at Whinstone.

<u>Pattern</u>	<u>Drawing</u>	<u>Colour</u>	<u>Texture</u>	<u>Form</u>	<u>Printing</u>
<ul style="list-style-type: none"> ☐ Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ☐ natural and manmade patterns 	<ul style="list-style-type: none"> ☐ experiment with tools and surfaces ☐ draw a way of recording experiences and feelings ☐ discuss use of shadows, use of light and dark 	<ul style="list-style-type: none"> ☐ Begin to describe colours by objects ☐ Make as many tones of one colour as possible (using white) chalk pastels ☐ Darken colours without using black paint ☐ Introduce different types of brushes ☐ Artist Focus- Monet <div data-bbox="734 646 1303 842" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>The diagram illustrates the relationships between different color terms. It shows a central 'Pure Color' (blue circle) with arrows pointing to 'Tint' (lighter blue), 'Tone' (medium blue), and 'Shade' (darker blue). 'White' (white circle) has an arrow pointing to 'Tint', and 'Black' (black circle) has an arrow pointing to 'Shade'. 'Gray' (gray circle) has an arrow pointing to 'Tone'. The text 'Painters' Color Mixing Terminology' is written at the bottom right of the diagram.</p> </div> <ul style="list-style-type: none"> ☐ 	<ul style="list-style-type: none"> ☐ weaving ☐ Use large eyed needles - running stitches 	<ul style="list-style-type: none"> ☐ Replicate patterns and textures in a 3-D form eg buildings ☐ decorative techniques 	<ul style="list-style-type: none"> ☐ Print with a growing range of objects



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Art Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Pattern	I can arrange/fold/ repeat and overlap patterns.
Drawing	I can select different brushes to use for different effects. I can experiment with a tools and surfaces. I can draw a way of recording experiences and feelings. I can discuss the use of shadows, light and dark.
Colour	I can make many tones of one colour. I can use different types of brushes.
Texture	I can create a simple weaved pattern
Form	I can replicate patterns and textures in a 3-D form e.g. buildings.
Printing	I can print with a growing range of objects