



Year group: Year 2

Term: Autumn Term

Subject: Art – Painting – Seascapes

(Artist) JMW Turner - Romanticism

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

What comes next?

LKS2 Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours

UKS2 Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

Notes and guidance

Painting seascapes in the style of Turner: Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. Use of watercolour paint to create mood and emotion.

Useful websites <https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner>

<https://www.tate.org.uk/kids/make/paint-draw/paint-turner>

[https://twotempleplace.org > uploads > 2017/12](https://twotempleplace.org/uploads/2017/12)

LOIC

Visit to an art gallery

Key vocabulary

primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.



Substantive Knowledge

To identify and know some of the works of Turner.

To know how to comment on my feelings and reactions to Turner's work.

To know the primary and secondary colours.

To know how to mix primary colours to make secondary colours.

To know how to add white and black to alter tints and shades.

To know how to experiment with different brushes and other painting tools.

To know how to use watercolour paint to create mood and emotion.

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use inspiration from Turner to create my own work and compare.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like JMW Turner used a range of styles and techniques to paint his seascapes in the style of the Romantics.

Procedural Knowledge

To study the works of Turner and identify his style of art. To be able to hold a paint brush correctly. To be able to explore a range of paintbrushes and observe the effects. To be able to produce a colour wheel, identifying the primary colours and mixing these to produce secondary colours. To be able to alter the tone of a colour by adding white or black paint. To be able to paint a seascape in the style of JMW Turner.

Links to other curriculum areas

History- Voyage of the Titanic

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 2

Term: Spring Term

Subject: Art – Textiles – African Weaving 'Kente Cloth'
(Craft Maker and Textile artist) Anni Albers

Prior learning

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

What comes next?

Year 2 Children have the opportunity to look at and practise a variety of techniques, e.g., weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

UKS2 Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

Notes and guidance

Creation of a woven Kente cloth:

Children have the opportunity to look at and practise a variety of techniques, e.g., weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

Introduce Anni Albers and her work to make others see woven textiles as pieces of art in the same way as painting or sculpture.

Introduce African Kente cloth and the story behind its invention.

Useful websites

<https://kidworldcitizen.org/ghanian-kente-cloth-kids-art-project/>

<https://www.kitchentableclassroom.com/african-kente-cloth-exploring-prints-patterns-and-weaving/>

<https://www.tate.org.uk/kids/explore/who-is/who-anni-albers>

Key vocabulary

textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. Kente cloth

LOIC

Children to use the library to study the work of Anni Albers



Substantive Knowledge

To identify and know some of the works of Anni Albers
To know that Anni Albers is a German-Jewish textile artist and craftmaker.
To know how to comment on my feelings and reactions to Anni Albers' work and a range of Kente cloth examples.
To know that Kente cloth patterns can have specific meanings that relate to the history and beliefs of the Ashanti people.
To know how to use a sketchbook to collect and develop ideas from a range of sources.
To know how to use different weaving techniques.
To know how to show pattern by weaving;
To know how to try different materials and methods to improve
To know how to decorate textiles with glue or stitching, to add colour and detail;
To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Anni Albers are leading textile artists of the 20th century. To know that she is credited with blurring the lines between traditional craft and art. To know that Anni believed that textiles are a type of art and as important as painting or sculpture.

Procedural Knowledge

To study the works of Anni Albers and identify her style and technique of art. To introduce Anni Albers and her work to make others see woven textiles as pieces of art in the same way as painting or sculpture. To have the opportunity to look at and practise a variety of textile techniques, e.g., weaving, dyeing and plaiting. To explore which textiles are best to use and produce the best result. To explore decorating and embellishing their textiles to add detail, colour and effect. To introduce African Kente cloth and the story

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.
Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.
Children can produce creative works using different techniques for different purposes, understanding which works well and why.
Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 2

Term: Summer Term

Subject: Art – Collage - Painting with scissors: Henri Matisse (artist) - Fauvism

Prior learning

EYFS Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

What comes next?

LKS2 Children continue to explore creating collage with a variety of media, e.g., paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g., overlapping, tessellation, mosaic and montage.

UKS2 Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

Notes and guidance

Matisse inspired collage:

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media e.g., paper, magazines, etc.

Children experiment with sorting and arranging materials and refining their work.

Useful websites

<https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse>

<https://www.teachkidsart.net/matisse-inspired-collage/>

Key vocabulary

collage, squares, gaps, mosaic, features, cut, place, arrange.

LOIC



Substantive Knowledge

To identify and know some of the works of Henri Matisse

To know how to describe the work of and comment on my feelings and reactions to Henri Matisse's work.

To know that Henri Matisse was a French visual artist

To know that Matisse was part of Fauvist art.

To know that later in his life, Matisse used collage (cut-outs) as a technique to create his artwork.

To know how to use a combination of materials that have been cut, torn and glued.

To know how to sort and arrange materials

I know how to add texture by mixing materials;

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Henri Matisse were associated with Fauvist art and is known for his use of bold colour and simple forms.

Procedural Knowledge

To study the works of Henri Matisse and identify his style and technique of art. To use inspiration from his work to be able to produce a collage of cut outs using scissors, tearing and glueing to create a piece of art. To experiment with and explore a variety of materials used for collage.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.