



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Art and Design Year 2

	Autumn Paint	Spring Design	Summer Sculpture
<p>Content Declarative Knowledge 'I know'</p> <p>(Theoretical knowledge) (Disciplinary knowledge)</p>	<ul style="list-style-type: none"> -I know that 'impressionism' was an artistic movement. -I know the context and cultural influences that led to the impressionist movement. -I know what is meant by 'impressionism'. -I know how the impressionists painted. (Plein Air and broken colour technique) -I know the colours that impressionists used. 	<ul style="list-style-type: none"> -I know about the Arts and Crafts movement. -I know how the Arts and Crafts movement emerged and its purpose. -I know the impact that mass production had. -I know who William Morris was. -I know how William Morris contributed to the Arts and Crafts movement. -I know the influence that nature had on Morris' style and work. -I know how William Morris used tools and techniques, particularly his focus on pattern. -I know the themes and meaning in Morris' work. -I know what a pattern is. -I know the difference between a pattern and a motif. 	<ul style="list-style-type: none"> -I know the difference between 2D and 3D. -I know what a sculpture is. -I know that there are different types of sculpture: carving, modelling, casting, construction/installation. -I know the terms: environmental art, land art and installation. -I know some of the earliest forms of natural art and how it has developed over time.
<p>Skills Procedural Knowledge 'I know how to'</p> <p>(Practical knowledge)</p>	<ul style="list-style-type: none"> -I know how to use the broken colour technique. -I know how to identify the difference between primary, secondary and tertiary colours. 	<ul style="list-style-type: none"> -I know how to draw new lines and use lines and shapes to generate patterns. -I know how to generate a repeating pattern. 	<ul style="list-style-type: none"> -I know how to manipulate materials for a purpose. -I know how to experiment with constructing recycled, natural and man-made materials.



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	<p>-I know how to identify complementary colours using a colour wheel.</p> <p>-I know how to apply learning to paint a landscape in the style of an impressionist.</p>		<p>-I know how to use different techniques to manipulate natural materials.</p> <p>-I know how to use tools and materials safely.</p> <p>-I know how to replicate patterns and textures in 3-D form.</p>
Vocabulary	<p>Impressionism, impressionist, impression, paint, plein air, broke colour, primary, secondary, complementary, colour wheel, landscape, light, shadow</p>	<p>Pattern, line, shape, repetition, colour, motif, mass production, repeating, Arts and Crafts, nature, William Morris, one-off, handmade.</p>	<p>Land art, environment, transient, temporary, natural, nature, manipulate, sculpture, construct, installation, install, mandala, meditate, religion, Hindu, Buddhist.</p>
Key Questions	<p>What is impressionism?</p> <p>Who are the impressionists?</p> <p>How did the impressionists paint?</p> <p>How did impressionists use colour?</p> <p>What is the broken colour technique?</p> <p>What are primary, secondary and tertiary colours?</p> <p>What is a colour wheel?</p> <p>What are complementary colours?</p>	<p>Who was William Morris?</p> <p>What was William Morris inspired by?</p> <p>What is mass production?</p> <p>What are the advantages and disadvantages of mass production?</p> <p>What is a motif?</p> <p>What is a pattern?</p> <p>What tools and techniques did William Morris use?</p> <p>What was special about the patterns that Morris used in his work?</p>	<p>What is a sculpture?</p> <p>What is environmental art?</p> <p>What is an installation?</p> <p>How could we use natural materials to alter the environment?</p> <p>How can we use natural materials to replicate patterns in nature?</p> <p>How can we manipulate natural materials?</p>
Assessment	<p>Use two final compositions on paper to identify which aspects of the curriculum learners have remembered and applied.</p>	<p>-Children use their own motif to draw a repeating pattern in the style of William Morris.</p>	<p>Ongoing – no 'final' piece.</p>



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<p>Cross Curricular Links/Character Education</p>		<p>-Year 2 geometry - position and direction - order and arrange combinations of mathematical objects in patterns and sequences. -use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>-Maths - geometry – properties of shapes - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces, identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] and compare and sort common 2-D and 3-D shapes and everyday objects. -Maths - geometry – position and direction - pupils should be taught to order and arrange combinations of mathematical objects in patterns and sequences, use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>
<p>Spirituality: enjoyment/fascination of world around them, opportunities for reflection</p>			