**Year 2 Art Curriculum – Spring Term**

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| **Theme: Portraits** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| - 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. | | | **Keyword** | Definition |  |  | | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –** |
|  |  | **portrait** | a painting, drawing, photograph, or [engraving](https://www.google.co.uk/search?sca_esv=0fe37503bf42aa9a&sxsrf=ACQVn0-oNIHI7ENozfsmTGakK0yNyszJVg:1712844606837&q=engraving&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJy0u2RhTp6dN6y6712gzElmYi-7glYHyzZmJ01bnMixY2N8f382RgukL19GXdNaiN9_aqz38WT0OsUGHzsYaxn8NjJHs%3D&expnd=1&sa=X&ved=2ahUKEwj17-Gyq7qFAxVNVkEAHavDDDYQyecJegQIJhAO) of a person, especially one [depicting](https://www.google.co.uk/search?sca_esv=0fe37503bf42aa9a&sxsrf=ACQVn0-oNIHI7ENozfsmTGakK0yNyszJVg:1712844606837&q=depicting&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJaAb91jzzaHqig2V9w7iBj81WUN0WNnFevLABKUG4-A0asYX04hYB8vXW6WM0gTz5Ab7tNfCPAB8a7zTHTRB8LUEEqMk%3D&expnd=1&sa=X&ved=2ahUKEwj17-Gyq7qFAxVNVkEAHavDDDYQyecJegQIJhAP) only the face or head and shoulders. | | |
|  |  | **Self-portrait** | a portrait that an artist produces of themselves. | | |
|  |  | **collage** | Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a surface. | | |
|  |  | **Line drawing** | a drawing done using only narrow lines, without blocks of [shading](https://www.google.co.uk/search?sca_esv=0fe37503bf42aa9a&sxsrf=ACQVn0-BD6JGfFxYQknYnBUJlkTxHDTm2Q:1712844698301&q=shading&si=AKbGX_r0zqXEeLlZhGfi3fbO0QSWI6HLo9dzNMqweJQtQcuxLnekRSg-JY1215BPcyizg00QQb-NgQw7NeTMZzNpwQjqHLJmKw%3D%3D&expnd=1&sa=X&ved=2ahUKEwj1rrDeq7qFAxVETUEAHXAcCaoQyecJegQIJBAO). | | |
|  |  | **abstract** | Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effect. | | |
|  |  | **Pop art** | Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced objects. One of its aims is to use images of popular culture in art, emphasizing the banal or kitschy elements of any culture, most often through the use of irony. | | |
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| **Prior Learning:**  Year 1 drawing faces | | | | | **Future Learning:**  **Year 5 – Viking weaving** | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| •I can explain what a portrait is.  •I can create a self-portrait. | | * 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] * to create sketch books to record their observations and use them to review and revisit ideas | | | | | * I understand that a portrait is a picture of one person or a small group of people. * I can draw my face as an egg shape. * I can add my eyes, nose, and mouth in the right place. * I can choose the right colours for my skin, hair, and features. * I can note similarities and difference between 3 famous portraits. | | |
| 2•I can explain that Picasso was a famous artist who painted portraits.  •I can use colours to portray emotions in a portrait. | | * 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] * To learn about great artists, architects and designers in history | | | | | I can talk about the colours that Picasso used in his portraits.  I can explain that different colours can be used to show different emotions.  I can choose warm colours to convey happiness, and cold colours to convey sadness. | | |
| 3•I know that Picasso made abstract portraits.  •I can use collage materials to make an abstract portrait. | | * 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] * To learn about great artists, architects and designers in history | | | | | I can talk about Picasso’s abstract portraits.  I know the differences between a realistic portrait and an abstract portrait.  I can cut and stick different materials onto my portrait.  I can stick features onto my portrait in unusual places. | | |
| 4. •I can talk about portraits by Paul Klee.  -I can use watercolours to create a background | | * 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] * To learn about great artists, architects and designers in history | | | | | I can explain that Paul Klee used watercolours in his portraits.  I can give two interesting facts about Paul Klee’s work.  I can sweep watercolour paint across my page with my brush.  I can dab my paintbrush on the page to create a pattern.  I can use lots of different colours. | | |
| 5•I can talk about the work of Paul Klee.  I can create a line drawing. | | * 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] * To learn about great artists, architects and designers in history | | | | | I can explain that Paul Klee used line drawing and watercolours.  I can explain that a line drawing is created using only simple lines.  I can draw a moving person from a photograph, using only lines.  I can use straight or curved lines in my drawing. | | |
| 6. •I can talk about portraits by Pop Artist, Andy Warhol.  •I can create a Pop Art portrait. | | * 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] * To learn about great artists, architects and designers in history | | | | | I can explain that Andy Warhol made portraits of famous people.  I can explain that Andy Warhol used repeated images and bright colours.  I can use oil pastels to add bright colours to a repeated image.  I can use unrealistic colours in my portrait. | | |
| **Themes and links** | | | | | | | | | |
| **------ themes** | **Where these are covered:** | | | | | | | **Links across the Art curriculum** | |
| **Drawing** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Painting** |  | | | | | | |
| **Sculpture** |  | | | | | | |
| **Collage** |  | | | | | | |
| **Textiles** |  | | | | | | |  | |
| **Printing** |  | | | | | | |  | |
| **Work of other artists** | * Pablo Picasso,Paul Klee ,Andy Warhol | | | | | | |  | |