**Year 2 Art Curriculum – Spring Term**

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| **Theme: Weaving** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| •I can use materials to create a paper loom  .I can use decorative papers to create sea creatures  .I can weave 2 shapes together to make the shape of a heart.  . I can use materials creatively to design a batik product  . •I can use batik creatively to make a product.  •I can use batik creatively to make a product. | | | **Keyword** | Definition |  |  | | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –** |
|  |  | **weaving** | Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. | | |
|  |  | **weft** | (in weaving) the [crosswise](https://www.google.com/search?sca_esv=592323233&rlz=1C1GCEU_en-GBGB1067GB1069&sxsrf=AM9HkKmvpAtfdqP8xF_jxC-6MVxE-EjaSw:1703023573116&q=crosswise&si=ALGXSlYl_e3TsZvERASNGAvnwCgjq6Bsbg9S2Mrep-A3w9eU8Sg09-GD1B30QhYLqS1uGx3BSBd4MUkLTwh6KinZtNsN0S1AxjNLZzF-8wOHvGzvpXGhcb4%3D&expnd=1) threads on a [loom](https://www.google.com/search?sca_esv=592323233&rlz=1C1GCEU_en-GBGB1067GB1069&sxsrf=AM9HkKmvpAtfdqP8xF_jxC-6MVxE-EjaSw:1703023573116&q=loom&si=ALGXSlbay8QErRaW9ftxx-jGNHSqFr8faua90E4lg0bI3O8XxXBExsu8dxVPoO6xSEx3CX8NnKftl7PbSTbcaw8qCuAl5YGH_A%3D%3D&expnd=1) that are passed over and under the [warp](https://www.google.com/search?sca_esv=592323233&rlz=1C1GCEU_en-GBGB1067GB1069&sxsrf=AM9HkKmvpAtfdqP8xF_jxC-6MVxE-EjaSw:1703023573116&q=warp&si=ALGXSlbay8QErRaW9ftxx-jGNHSqhDDgY9smXt7hWLjWPz1iNjUG-Q1lTfj2rPgpHmAKUELVtEChaTYe1hz4GNrctr_-zHLC8A%3D%3D&expnd=1) threads to make cloth. | | |
|  |  | **warp** | Warp thread: This is **the thread that is strung over the loom vertically, and holds the tension while you** weave. | | |
|  |  | **loom** | A **loom** is a device used to weave cloth and tapestry. The basic purpose of any **loom** is to hold the warp threads under tension to facilitate the interweaving . | | |
|  |  | **batik** | Batik is a technique used for dyeing clothes and creating interesting designs. It is a type of ‘**wax-resist dyeing**’ and is used in countries all over the world. | | |
|  |  | **Wax resists** | The wax **resists** the dye. Wherever there is wax on the fabric, the dye will not sink into the fabric. | | |
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| **Prior Learning:** | | | | | **Future Learning:**  **Year 5 – Viking weaving** | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1 I can use materials creatively to make a product. | | * 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 can use scissors to create a paper loom.  I can weave strips of paper and fabric into my loom.  I can alternate weaving the materials over and under the loom.  I can explain that artists all over the world use weaving.  I can identify one thing from another artist’s work that I could use in my own. | | |
| 2.I can use decorative papers to create sea creatures | | * 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 use decorative papers to create sea creatures to decorate my placemat.  I can add materials and colours that will make my placemat more interesting or beautiful.  I can explain that artists (including Klimt) add decorations to their work to make it more interesting.  I can explain that Klimt used gold in his paintings to make them beautiful. | | |
| 3.  I can weave 2 shapes together to make the shape of a heart. | | * 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 choose my materials carefully and explain my choices.  I can weave 2 shapes together to make the shape of a heart.  I can weave my paper through and around.  I can add a handle to make a bag.  I can add detail and decoration to my bag. | | |
| 4. I can use materials creatively to design a batik product | | * 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 * To learn about great artists, architects and designers in history | | | | | I can create a drawing that will look good on a batik coaster.  I can use bold lines.  I can make a drawing that is the right size for the space. | | |
| 5. •I can use batik creatively to make a product. | | * 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 * To learn about great artists, architects and designers in history | | | | | I can line my design up with my fabric to make sure my design stays away from the edges.  I can use wax resist sticks to trace my design onto fabric.  I can use bold lines in my wax drawing. | | |
| 6. •I can use batik creatively to make a product. | | * 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 can explain the process of batik.  I can use a paintbrush to apply dye to change the colour of the fabric on my wax-resist coaster. | | |
| **Themes and linksfrom clay** | | | | | | | | | |
| **------ themes** | **Where these are covered:** | | | | | | | **Links across the Art curriculum** | |
| **Drawing** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Painting** |  | | | | | | |
| **Sculpture** |  | | | | | | |
| **Collage** |  | | | | | | |
| **Textiles** | * Year 2 Spring | | | | | | |  | |
| **Printing** |  | | | | | | |  | |
| **Work of other artists** | * S | | | | | | |  | |