



Y2 Art and Design – Painting

Key Concepts – Shape, Line and Colour



<u>Essential Knowledge</u>	<u>Key Vocabulary</u>	
<p>How can you use control to paint strokes to fill in a small area? Taking inspiration from Kandinsky, we will use small, thin brushes and controlled movements. We will paint different primary colours in the spaces made by the overlapping shapes and lines.</p>	secondary colours	the colours you get when you mix two primary colours together
<p>How do you make secondary colours? We will use the dip, dip, dab method to mix two primary colours together to create a secondary colour.</p>	abstract	abstract art shows shapes, colours, and lines instead of real people or object
<p>How can you use lines and colour to express feelings? We will be painting in response to music. We will use a range of brushstrokes, colours, shapes and lines to show movement.</p>	control	how carefully and neatly you use art tools
	concentric	shapes that go around the same middle point, one inside the other
	contrast	when two things look very different to each other

<u>Teacher Comment</u>

<u>Aspirational Knowledge and Skills</u>
<p>What happens if you change the size, shape or direction of marks you make? How can you make shades of a colour?</p>



<u>Artist Connection</u>

<p><i>Composition VII</i> (1913) by Wassily Kandinsky</p>



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Key Knowledge

How can you use control to paint strokes to fill in a small area?

Taking inspiration from Kandinsky, we will paint different primary colours in the small spaces.

How do you make secondary colours?

We will use the dip, dip, dab method to mix two primary colours together to create a secondary colour.

How can you use lines and colour to show feelings?


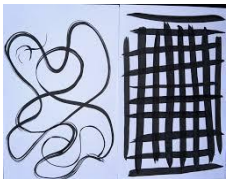


We will be painting in response to music.

Artist Connection



Composition VII (1913) by Wassily Kandinsky

Key Vocabulary

secondary colours		the colours you get when you mix two primary colours together
control		how carefully and neatly you use art tools
abstract		art that doesn't try to look exactly like real things
concentric		shapes that go around the same middle point, one inside the other

Teacher Comment

Y2 Art and Design – Printmaking

Key Concepts – Shape and Line

Essential Knowledge

How do you make a printing block?

We will use natural objects to make prints and learn how to make a collagraph block. We will learn about positive and negative space when printing.

How can you print a symmetrical pattern?

We will explore making symmetrical patterns and will have the opportunity to express our views about their own and others' work.

How can you use printing for effect?

We will combine and apply printing techniques to create repeated patterns, inspired by the work of William Morris.

Aspirational Knowledge and Skills

Can you use artistic language and technical vocabulary to evaluate artwork, explaining what may not have worked well and why?

Key Vocabulary

collagraph	printing from a surface which has collage materials applied
design	an arrangement of lines and shapes as a decoration
negative space	the space around an object or between objects
repeated	when an action is performed many time
pattern	a regular arrangement of repeated lines, shapes or colours

Artist Connection

Strawberry Thief (1883) by William Morris







Teacher Comment



Y2 Art and Design – Printmaking

Key Concepts – Shape and Line



<u>Key Knowledge</u>		<u>Key Vocabulary</u>	
How do you make a printing block?	We will use natural objects to make prints and learn how to make a collagraph block.	collagraph	 printing from a surface which has collage materials applied
How can you print a symmetrical pattern?	We will explore making symmetrical patterns.	design	 an arrangement of lines and shapes as a decoration
How can you use printing for effect?	We will combine and apply printing techniques to create repeated patterns, inspired by the work of William Morris.	repeated	 when an action is performed many times
<u>Artist Connection</u>		negative space	 the space around an object or between objects
Strawberry Thief (1883) by William Morris		<u>Teacher Comment</u>	
