

Hillstone Primary School Progression Map

Art and Design

Year 2

Generating ideas	Drawing	Painting	Printing	3D	Learning about significant people, artwork and movements	Evaluating
<p><b>Make simple sketches to explore and develop ideas.</b>  <i>A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.</i></p>	<p><b>Make simple sketches to explore and develop ideas.</b>  <i>A sketch is a quickly produced or unfinished drawing which helps artists develop their ideas.</i></p>	<p><b>Paint natural forms from observation, imagination and memory.</b>  <i>Natural forms are objects found in nature and include flowers, pinecones, feathers, stones, insects, birds and crystals.</i></p>	<p><b>Press objects into a malleable material to make an imprint.</b>  <i>Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can leave an imprint include tree bark, leaves, nuts and bolts and bubble wrap.</i></p>	<p><b>Sculpt natural forms from observation, imagination, and memory.</b>  <i>Natural forms are objects found in nature and include flowers, pinecones, feathers, stones, insects, birds, and crystals.</i></p>	<p><b>Describe similarities and differences between artwork on a common theme.</b>  <i>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</i></p>	<p><b>Analyse and evaluate their own and others' work using artistic vocabulary.</b>  <i>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, the techniques and the feelings the artwork creates.</i></p>
<p><b>Begin to develop a sense of ownership about their sketchbook.</b>  <i>A sketchbook is individual. Sketchbooks give artists a place to express themselves.</i></p>	<p><b>Draw natural forms from observation, imagination and memory.</b>  <i>Natural forms are objects found in nature and include flowers, pinecones, feathers, stones, insects, birds and crystals.</i></p>	<p><b>Represent the human form, including face and features, from observation, imagination or memory.</b>  <i>A drawing or painting of a human face is called a portrait.</i></p>	<p><b>Create a relief print using the previously made imprints.</b>  <i>The imprints left in a material can be used to create a relief printing block. The shapes you press into the printing block will not have ink on them, so will not show up on your paper.</i></p>	<p><b>Create a 3-D form using malleable or rigid materials, or a combination of materials.</b>  <i>Combinations of materials (such as wire, paper, fabric, string, card) can be transformed into sculpture by deconstructing (cut, tear, bend, fold) and constructing (tie, fasten, bind, stick).</i></p>	<p><b>Answer questions when looking at artwork. (Describe what you like and dislike. How does it make you feel? What would you change?)</b>  <i>Questioning deepens the process of learning and promotes imagination and problem-solving. It helps increase creativity.</i></p>	<p><b>Share work to others in small groups, and listen to what they think about what you have made.</b>  <i>By sharing art work, we:</i>                      -encourage others to do the same                      -have the potential to inspire others                      -have the opportunity to learn from others.</p>

<p><b>Practice and develop sketchbook use.</b>  <i>Sketchbooks can be used in a variety of different ways for different reasons including drawing to show you have seen, drawing to experiment, collecting, sticking, and writing notes about a theme or topic.</i></p>	<p><b>Represent the human form, including face and features, from observation, imagination or memory.</b>  <i>A drawing or painting of a human face is called a portrait.</i></p>	<p><b>Paint features of landscape from memory, imagination or observation, with some attention to detail.</b>  <i>A landscape is a piece of artwork that shows a scenic view.</i></p>			<p><b>Start to express and share an opinion about the artwork.</b>  <i>Talking about artwork helps us to understand it better. Opinions shared may be the same as others or different to others.</i></p>	<p><b>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</b>  <i>Through talking about our artwork, we:</i>  <i>-make sense of our thoughts</i>  <i>-develop creativity</i>  <i>-think about the learning process</i>  <i>-learn more from other people.</i></p>
	<p><b>Draw features of landscape from memory, imagination or observation, with some attention to detail.</b>  <i>A landscape is a piece of artwork that shows a particular view.</i></p>	<p><b>Identify and mix secondary colours.</b>  <i>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</i></p>				
	<p><b>Experiment using the properties of pencil, graphite, chalk, soft pastel and charcoal.</b>  <i>Pencils, graphite and charcoal can create lines of different</i></p>	<p><b>Begin to control the types of marks made with a range of painting techniques.</b>  <i>Painting techniques include dabbing,</i></p>				

	<i>thicknesses and depths. Soft materials like chalk and pastels can be smudged, blended and layered.</i>	<i>stroking, layering, splattering, dragging.</i>				
	<b>Explore tone by using different grades of pencil.</b> <i>Pencil grades tell you how light/hard and dark/soft a pencil is.</i>					