

# Art- learning ladders

Area of Study	Year 2	
<p style="text-align: center;"><b>Sketching</b></p>	<p>Pupils should be given a range of opportunities to practice and develop their drawing skills, particularly through observation and this can be developed as the starting point for art and design work in other media, such as painting, printing etc.</p> <p>Introduce pupils to the work of artists to highlight and exemplify the techniques being developed.</p>	<ul style="list-style-type: none"> <li><sup>a</sup> Continue to explore different media for drawing and explore the effect of different types of paper when drawing.</li> <li><sup>a</sup> Observe and look closely at objects and draw what they see.</li> <li><sup>a</sup> Use line to represent objects seen, remembered or imagined.</li> <li><sup>a</sup> Explore a range of drawing media to create own work, including different types of pencils, crayons, chalks, pastels, charcoal etc.</li> <li><sup>a</sup> Explore tone using pencil, charcoal, pastel and chalk. Explore shading with different media.</li> <li><sup>a</sup> Draw familiar objects from different viewpoints. Encourage to draw what they see and use all of the paper.</li> </ul>
<p style="text-align: center;"><b>Painting</b></p>	<p>Introduce pupils to the work of artists to highlight and exemplify the techniques being developed.</p>	<ul style="list-style-type: none"> <li><sup>a</sup> Introduce different types of brushes for different purposes: Fine and very fine – detail/outlining. Medium – covering areas. Large – covering larger areas. Very large (decorating brushes) – for very large areas.</li> <li><sup>a</sup> Continue to experiment with, and enjoy, colour. Know that the addition of black or white alters the tone of a colour.</li> </ul>
<p style="text-align: center;"><b>Printing</b></p>	<p>Introduce pupils to the work of artists to highlight and exemplify the techniques being developed.</p>	<ul style="list-style-type: none"> <li><sup>a</sup> Make a printing block. Create a print using pressing, rubbing and rolling. Repeat patterns, random or organised, with range of blocks. Build to repeat patterns using one/two blocks and one/two or more colours.</li> <li><sup>a</sup> Print on different materials e.g. card, paper, material</li> </ul>
<p style="text-align: center;"><b>3D (clay)</b></p>	<p>When working with clay pupils need to be taught a range of basic techniques. They need to be taught to: -Create items of even thickness – helps drying and firing process.</p> <p>-Work on hessian or other rough surface to prevent sticking.</p> <p>-Roll-out clay correctly - starting with a ball, press into flattened ball, then roll clay from the middle outwards.</p> <p>-Create a basic slab by rolling clay between two even sized wooden batons.</p> <p>-Clay can be joined together using hatching and slip.</p> <p>-Use clay tools.</p> <p>Introduce pupils to the work of artists to highlight and exemplify the techniques being developed:</p>	<ul style="list-style-type: none"> <li><sup>a</sup> Know that clay is different from other modelling substances. Know that clay may be used in a variety of ways, including: rolled into a slab or a coil, modelled by squeezing and pulling, pushing – e.g. hand squeezed mini statues, thumb pots, shaped dish with pulled sides, cut and modelled, scraped to produce a textured surface</li> </ul> <p>Make thumb pots – ensure that clay is an even thickness.</p>
<p style="text-align: center;"><b>Textiles &amp; Collage</b></p>	<p>When working with textiles pupils could be encouraged to recreate works of art with fabrics.</p>	<ul style="list-style-type: none"> <li><sup>a</sup> Weave paper, progressing from one to two or more colours using a choice of materials. Link to colour work – different shades and different textures.</li> <li><sup>a</sup> Select and sort, cut, tear and discuss.</li> </ul>

		<p><sup>a</sup> Investigate adhesives and decide on the most effective for a given task. Use different methods to secure materials. Begin to understand that different methods require different adhesives e.g. glue stick for paper, white glue for materials, straws, card, etc. Recognise that some adhesives have different effects on materials e.g. PVA and tissue paper gives a translucent effect good for seascapes/fire/sky.</p>
<b>Artist appreciation</b>	<p>Pupils should be introduced to the work of famous artists both as part of their art work but also as a stimulus in other subjects. They should be encouraged to discuss composition and techniques, to experiment with those techniques within their own work. They should develop preferences and explain why they like or dislike a piece of work.</p>	<p><sup>a</sup> Describe what is seen and liked in the work of another artist.</p> <p><sup>a</sup> Say what they like dislike about a painting and what it is/is not about.</p>