



Year 2 Progressions of Skills - Art

| 2025/26 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Unit of work | Painting and mixed media: life in colour | | Sculptures and 3D: Clay Houses | | Craft and design: Map it out | |
| Enrichment opportunities | Craftermoons with parents each term. | | | | | |
| Knowledge | | | | | | |
| Pupils know: | Tone: <ul style="list-style-type: none"> Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). Pattern: <ul style="list-style-type: none"> Patterns can be used to add detail to an artwork. Texture: <ul style="list-style-type: none"> Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to | | Form: <ul style="list-style-type: none"> Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on. Shape: <ul style="list-style-type: none"> Shapes can be organic (natural) and irregular. | | Texture: <ul style="list-style-type: none"> Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Form: <ul style="list-style-type: none"> That 'composition' means how things are arranged on the page. | |



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| | <p>add texture.</p> <ul style="list-style-type: none">• Painting tools can create varied textures in paint. <p>Shape:</p> <ul style="list-style-type: none">• Collage materials can be shaped to represent shapes in an image.• Shapes can be organic (natural) and irregular.• Patterns can be made using shapes. <p>Colour:</p> <ul style="list-style-type: none">• Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').• Colours can be mixed to 'match' real life objects or to create things from your imagination. <p>Form:</p> <ul style="list-style-type: none">• That 'composition' means how things are arranged on the page. | | |
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| Skills | | | |
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| <p>Painting and Mixed Media</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none">• Mix a variety of shades of a secondary colour.• Make choices about amounts of paint to use when mixing a particular colour.• Match colours seen around them.• Create texture using different painting tools.• Make textured paper to use in a collage.• Choose and shape collage materials eg cutting, tearing.• Compose a collage, arranging and overlapping pieces for contrast and effect.• Add painted detail to a collage to enhance/improve it. <p>So that they can:</p> <ul style="list-style-type: none">• Further demonstrate increased control with a greater range of media.• Make choices about which materials and techniques to | | |



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| | <p>use to create an effect.</p> <ul style="list-style-type: none">• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. | | |
| Sculpture and 3D | | <p>Pupils know how to:</p> <ul style="list-style-type: none">• Smooth and flatten clay.• Roll clay into a cylinder or ball.• Make different surface marks in clay.• Make a clay pinch pot.• Mix clay slip using clay and water.• Join two clay pieces using slip.• Make a relief clay sculpture.• Use hands in different ways as a tool to manipulate clay.• Use clay tools to score clay. <p>So that they can:</p> <ul style="list-style-type: none">• Further demonstrate increased control with a greater range of | |



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| | | <p>media.</p> <ul style="list-style-type: none">• Make choices about which materials and techniques to use to create an effect.• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. | |
| Craft and Design | | | <p>Pupils know how to:</p> <ul style="list-style-type: none">• Draw a map to illustrate a journey.• Separate wool fibres ready to make felt.• Lay wool fibres in opposite directions to make felt.• Roll and squeeze the felt to make the fibres stick together.• Add details to felt by twisting small amounts of wool.• Choose which parts of their drawn map to represent in their 'stained glass'.• Overlap cellophane/tissue to create |



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| | | | <p>new colours.</p> <ul style="list-style-type: none">• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.• Apply paint or ink using a printing roller.• Smooth a printing tile evenly to transfer an image.• Try out a variety of ideas for adapting prints into 2D or 3D artworks. <p>So that they can:</p> <ul style="list-style-type: none">• Further demonstrate increased control with a greater range of media.• Make choices about which materials and techniques to use to create an effect.• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.• Confidently use a range of materials and tools, selecting and using these appropriately with more independence.• Use hands and tools confidently to cut, shape and join materials for a |
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| | | | purpose. |
| Evaluating & Analysing | <p>Pupils know the key questions: Why do people make art?</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something. <p>So they can:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. | | |
| Knowledge of Artists | | | |
| <p>Pupils know:</p> <p>Meanings:</p> <ul style="list-style-type: none"> • Some artists create art to make people aware of good and bad things happening in the world around them. <p>Interpretation:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. <p>Materials and Processes:</p> <ul style="list-style-type: none"> • Artists try out different combinations of collage materials to create the effect they want. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. | | | |



So they can:

- Talk about art they have seen using some appropriate subject vocabulary.
- Create work from a brief, understanding that artists are sometimes commissioned to create art.
- Create and critique both figurative and abstract art, recognising some of the techniques used.
- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Artists in this unit are:

- Romare Bearden

- Ranti Bam
- Rachel Whiteread

- Susan Stockwell
- Emma Johnson
- Josef Albers
- Eduardo Paolozzi
- Matthew Cusick