ST PHILOMENA'S PRIMARY SCHOOL **ART AND DESIGN MEDIUM TERM PLANNING – YEAR 2**

2026-2027

Y2 Art and Design MTP
Purpose of study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
Subject cultural capital: In every lesson pupils to evaluate the quality of art work against criteria.
Formative assessment opportunities (minimum expectations for each lesson) are targeted questioning, peer and self-assessment, modelling by teachers and pupils as appropriate
Pupils must be encouraged to take creative risks and to record learning journey in sketchbooks.

NC links: Key stage 1
Pupils should be taught:
To use a range of materials creatively to design and make products
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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AUTUMN TERM 1	**TOPIC:** **Our wonderful world**	**SKILL FOCUS:** **Painting**	**SUGGESTED OUTCOME:** **Aboriginal art**
Inspirational Figure: Naata Nungurrayi, Dorothy Napangardi,			
Cross curricular link: Habitats and continents			

DEVELOPMENT CYCLE	LESSON 1: SKILL Skill focus	LESSON 2: EXPERIMENT Experiment with key skills	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Begin to use colour wheel and colour spectrums to understand relationship between primary, secondary and tertiary colour.	Experiment with texture in style of aboriginal art (painting on bark, stones, fibre, wood carving).	Make tints using white and tones by adding black to make darker and lighter	Mix secondary colours to replicate art of Naata Nungurrayi	Build confidence mixing colour shade and tone to create aboriginal art	Self evaluate skills and knowledge progression

SKILL PROGRESSION	Begin to use colour wheel and colour spectrums to understand relationship between primary, secondary and tertiary colour. Experiment with texture e.g painting on bark, stones, fibre, wood carving. Make tints using white and tones by adding black Mix colour, shades and tones with increasing confidence.
VOCABULARY	Aboriginal, Brush stroke, Canvas, Impasto, Primary colours, Secondary colours, tint, shade, hue, primary, secondary, tertiary
STICKY KNOWLEDGE QUESTION	How can you create different tints and shades of each colour?

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AUTUMN TERM 2	**TOPIC:** **Great fire of London**	**SKILL FOCUS:** **Collage**	**SUGGESTED OUTCOME:** **Natural art**
Inspirational Figure: Andy Goldsworthy			
Cross curricular link: Habitats			

	LESSON 1: EXPERIMENT	LESSON 2: ARTIST	LESSON 3: SKETCH	LESSON 4: INVENT	LESSON 5: CREATE	LESSON 6:
DEVELOPMENT CYCLE	Experiment with key skills	Life and work of artist, contribution to history, culture, creativity.	Research and record ideas	Replica of inspirational art	Create unique piece incorporating skills and knowledge learnt	EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with basic composition techniques such as symmetry and balance.	Explore work of Andy Goldsworthy	Research and sketch ideas to create replica art.	Explore ways of cutting, tearing, folding, scrunching, layering natural objects to create replica collage.	Make decisions about texture, pattern, colour to create own natural art.	Self evaluate skills and knowledge progression

SKILL PROGRESSION	Demonstrate experience in surface patterns/ textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones,leaves, feathers, sticks, grasses,shells) Express links between colour and emotion.
VOCABULARY	Shading, hatching, texture, contour, technique, pressure, charcoal
STICKY KNOWLEDGE QUESTION	How can you create texture when making collages?

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SPRING TERM 1	**TOPIC:** **Travel and transport**	**SKILL FOCUS:** **Drawing**	**SUGGESTED OUTCOME:** **Landscape**

Inspirational Figure: Steven Wiltshire

Cross curricular link: Great fire of London

	LESSON 1: EXPERIMENT	LESSON 2: ARTIST	LESSON 3: SKETCH	LESSON 4: INVENT	LESSON 5: CREATE	LESSON 6:
DEVELOPMENT CYCLE	Experiment with key skills	Life and work of artist, contribution to history, culture, creativity.	Research and record ideas	Replica of inspirational art	Create unique piece incorporating skills and knowledge learnt	EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Exploring shading, hatching and cross hatching	Reflect and explain the successes and challenges in a piece of Steven Wiltshire art.	Research travel magazines to identify London Landmarks and sketch.	Landscape drawing with variety in tonal range, showing consideration of pencil grade.	Create own landscape using light and dark tone and pattern.	Self evaluate skills and knowledge progression

SKILL PROGRESSION	To investigate tone by drawing light/dark, dark to light To create different marks and lines with different tools on different scale Develop intricate patterns/marks including shading, hatching, cross hatching and stippling. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in choice of pencil grade they use
VOCABULARY	Shading, hatching, texture, contour, technique, pressure, charcoal
STICKY KNOWLEDGE QUESTION	What is a landscape?

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SPRING TERM 2	**TOPIC:** **Beside the seaside**	**SKILL FOCUS:** **3D**	**SUGGESTED OUTCOME:** **Planet sculpture**	
Inspirational Figure: Sveva Altea				
Cross curricular link: Space				
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Explore how to create texture in salt dough with a variety of materials, eg sand, mud, glitter, sawdust	Explore space art by Sveva Altea	Sketch ideas for planet sculpture and annotate with planned texture.	Use salt dough and texture to create a space sculpture. Learn to carve, score and slip to join clay.	Self evaluate skills and knowledge progression
SKILL PROGRESSION	To demonstrate experience in surface patterns/ textures and use them when appropriate. Use clay, modroc or other malleable material to create an imaginary or realistic form Explore carving, scoring and slipping when joining clay. Incorporate a range of materials (wire, fabric).				
VOCABULARY	Rolling, moulding, cutting, carving, pinching, texture				

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STICKY KNOWLEDGE QUESTION	What techniques do you use to get different parts of salt dough to stick together?

SUMMER TERM 1	**TOPIC: Kings and Queens**	**SKILL FOCUS: Printing**	**SUGGESTED OUTCOME: Kente Cloth**			
Inspirational Figure: Bisa Butler						
Cross curricular link: Africa						
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn to create a simple mono print	Reflect on the designs of Bisa Butler, identify key elements to use in own work.	Experiment with Kente designs overprinting motif and colour.	Create a replica Kente print developing skills in overlap, press, rub, carve, stamp, roll	Create own cloth design using taught printing techniques.	Self evaluate skills and knowledge progression
SKILL PROGRESSION	Make simple prints and mono printing. To create repeated patterns. To produce a clean printed image. Make simple marks on rollers and printing palettes Experiment with overprinting motifs and colour.					

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VOCABULARY	Overlapping, pressing, rolling, rubbing, stamping, carving
STICKY KNOWLEDGE QUESTION	What is a mono print?

SUMMER TERM 2	**TOPIC: Africa**	**SKILL FOCUS: Textiles**	**SUGGESTED OUTCOME: Flotsam Weaving**	
Inspirational Figure: Jo Atherton				
Cross curricular link: Seaside				
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn to weave, wrap, knot and tie to frame.	Form opinions on the work of Jo Atherton	Consider resources for own work and sketch ideas.	Create flotsam Weave using taught techniques.	Self evaluate skills and knowledge progression
SKILL PROGRESSION	Exploring simple over/under weaving, wrapping and knotting. Incorporate different materials and textures. Experimenting with different ways of attaching fabric to a frame Embellish strips of fabric using a variety of media.				

	Developing understanding of fabric pegging techniques.
VOCABULARY	Zoom, crop, resize, scroll, viewfinder
STICKY KNOWLEDGE QUESTION	Can you explain how to weave fabric together?