



Kingsley Primary School

Year 2 - Art Knowledge Progression Sheet

	Bridget Riley –Painting	Portraits - Drawing	Printing
Prior Learning	<ul style="list-style-type: none"> -Use a variety of tools and techniques including the use of different brush sizes and types. -Mix and match colours to artefacts and objects. -Work on different scales. -Mix secondary colours and shades, using different types of paint. -Create different textures 	<ul style="list-style-type: none"> -Use a variety of tools, inc. pencils, rubbers and charcoal. -Use a sketchbook to gather and collect artwork. -Begin to explore the use of line, shape and colour. - To begin to use techniques such as stippling, hatching and cross hatching. 	<ul style="list-style-type: none"> -Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Use a sketchbook to gather and collect artwork. -Begin to explore the use of line and shape
Substantive Knowledge	<ul style="list-style-type: none"> - Know who Bridget Riley is and what type of artist she was. -Be able to speak confidently about the works of Bridget Riley. - To know and understand that there are primary and secondary colours. - To know what colours to mix to make other colours. 	<ul style="list-style-type: none"> - Strokes are the movements that are made with a mark making tool. Strokes can differ in terms of size, direction and the amount of pressure applied. - Accurately represent face with the correct features in the correct relative position - Accurately represent face with the correct features an appropriate size and shape 	<ul style="list-style-type: none"> -Name the tools and materials they have used. Use a variety of techniques, inc. relief, press and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques.
Disciplinary Knowledge	<ul style="list-style-type: none"> -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> -Record and explore ideas from first hand observation, experience and imagination. -Ask and answer questions about the starting points for their work and the 	<ul style="list-style-type: none"> -Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. -Design patterns of increasing complexity and repetition.



	<p>-Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>-Mix a range of secondary colours, shades and tones.</p> <p>-Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>-Name different types of paint and their properties.</p> <p>-Work on a range of scales e.g. large brush on large paper etc.</p> <p>-Mix and match colours using artefacts and objects.</p>	<p>processes they have used. Develop their ideas.</p> <p>-Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>-Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>-Draw for a sustained period from the figure and real objects, including single and grouped objects.</p> <p>-Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>-Print using a variety of materials, objects and techniques.</p>
Key Vocabulary	Geometric, layering, line, pattern, optical illusion	Thick, thin, soft, broad, narrow, fine, straight, wavy, detail, bold, tone, soft, hard, light, dark, texture, smooth, rough, curved	Materials, texture, rolling, patterns, marks, rollers, repeating