# Year 2 Scheme of Learning:  Art and design

## Year 2 – Autumn Haji Noor-Deen

| **Lesson 1** | |
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| Learning Objective | **To investigate calligraphy.** |
| Declarative Knowledge | • Know that Haji Noor Deen Mi Guang Jiang is a renowned master of Arabic calligraphy.<br>• Know that he was born in 1963 in Shangdong province, China.<br>• Know that China's population represents 56 nationalities, ten of which have an Islamic background.<br>• Know that Muslims went to China by sea and by land, over the first three hundred years of Islam.<br>• Know that the first official delegation was sent to China by the Khalifa Uthman in approximately 651 A.D.<br>• Know that both the Islamic and Chinese cultures have a rich tradition of respect, mercy, and compassion.<br>• Know that Islam found little resistance as it took root in China.<br>• Know that traditional Arabic calligraphy in China is vivid and varied, recalling visions of galloping horses, majestic mountain ranges, and rolling streams, with untold aesthetic value and artistic appeal.<br>• Know that it is the legacy of the Islamic heritage in China, and a cultural and artistic treasure of the world.<br>• Know that after Islam spread to China, the Chinese Muslims incorporated some characteristics of Chinese calligraphy into traditional Arabic calligraphy.<br>• Know that this cultural fusion is known as Sini Calligraphy. |
| Procedural Knowledge | • To develop an understanding of what calligraphy is. |
| Key Vocabulary | Artist, Calligraphy, Haji Noor Deen, Sini Calligraphy, Comparison, Respect, Compassion, Traditions. |

| **Lesson 2** | |
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| Learning Objective | **To explore line and mark making using different tools.** |
| Declarative Knowledge | • To know that different tools make different marks<br>• To know the difference between mark making tools |
| Procedural Knowledge | • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media<br>• Use a sketchbook to gather and collect artwork<br>• Begin to explore the use of line, shape and colour<br>• Experiment with the visual elements; line, shape, pattern and colour. |
| Key Vocabulary | Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature. |

| **Lesson 3** | |
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| Learning Objective | **To construct calligraphy.** |
| Declarative Knowledge | • To know the best tools to use to create a piece of calligraphy. |
| Procedural Knowledge | • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.<br>• Use a sketchbook to gather and collect artwork.<br>• Begin to explore the use of line, shape and colour.<br>• Experiment with the visual elements; line, shape, pattern and colour. |
| Key Vocabulary | Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature. |

| **Lesson 4** | |
|---|---|
| Learning Objective | **To create a background.** |
| Declarative Knowledge | • To know that a background lays behind the focus point.<br>• To know the primary colours. |
| Procedural Knowledge | • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.<br>• Use a sketchbook to gather and collect artwork.<br>• Mix secondary colours and shades using different types of paint.<br>• Use a variety of tools and techniques including the use of different brush sizes and types. |
| Key Vocabulary | Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep. |

| **Lesson 5** | |
|---|---|
| Learning Objective | **To combine background and calligraphy.** |
| Declarative Knowledge | • To know the most appropriate tool for the task. |
| Procedural Knowledge | • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.<br>• Use a sketchbook to gather and collect artwork.<br>• Begin to explore the use of line, shape and colour.<br>• Experiment with the visual elements; line, shape, pattern and colour.<br>• Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint. |
| Key Vocabulary | Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep, Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature. |

| **Lesson 6** | |
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| Learning Objective | **To critically evaluate a piece of work.** |
| Declarative Knowledge | • To know what evaluate means.<br>• To know how to use a sketchbook. |
| Procedural Knowledge | • Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook.<br>• Identify what they might change in their current work or develop in their future work.<br>• Annotate work in sketchbook. |
| Key Vocabulary | Artist, Evaluate, Annotate, Development, Contrast, Similarities, Differences, Comparisons. |

# Year 2 – Yayoi Kusama

| **Lesson 1** | |
|---|---|
| Learning Objective | **To know who Yayoi Kusama is.** |
| Declarative Knowledge | • To know Yayoi Kusama is a Japanese artist.<br>• She has many different types of artwork – paintings to installations to sculptures.<br>• A similarity between all her artwork is the use of dots.<br>• Yayoi was born in 1929.<br>• Her parents grew pumpkins.<br>• Her parents didn't want her to be an artist, but managed to convince them to let her go to art school.<br>• She held her first exhibition in 1959.<br>• Most of her pieces of art are large. |
| Procedural Knowledge | • To know that art can be in different formats. |
| Key Vocabulary | Artist, Installations, Sculpture, Pumpkins, Exhibition. |

| **Lesson 2** | |
|---|---|
| Learning Objective | **To experiment with different techniques to create polka dots.** |
| Declarative Knowledge | • To know the most effective tool for the task<br>• To know that different tools create a different effect |
| Procedural Knowledge | • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media<br>• Use a sketchbook to gather and collect artwork<br>• Begin to explore the use of line, shape and colour<br>• Use a variety of tools and techniques including the use of different brush sizes and types<br>• Mix and match colours to artefacts and objects<br>• Mix secondary colours and shades using different types of paint |
| Key Vocabulary | Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Shape, Detail. |

| **Lesson 3** | |
|---|---|
| Learning Objective | **To create a painting in the style of Kusama's pumpkins**. |
| Declarative Knowledge | • To know how to effectively use tools to paint.<br>• To know secondary colours.<br>• To know the terms shade and tone. |
| Procedural Knowledge | • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.<br>• Use a sketchbook to gather and collect artwork.<br>• Begin to explore the use of line, shape and colour.<br>• Use a variety of tools and techniques including the use of different brush sizes and types.<br>• Mix and match colours to artefacts and objects.<br>• Mix secondary colours and shades using different types of paint.<br>• Create images from imagination, experience or observation. |
| Key Vocabulary | Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature. |

| **Lesson 4** | |
|---|---|
| Learning Objective | **To recreate a piece of work using collage.** |
| Declarative Knowledge | • To effectively use a cutting tool.<br>• To know what a collage is. |
| Procedural Knowledge | • Create images from imagination, experience or observation.<br>• Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.<br>• Create textured collages from a variety of media. |
| Key Vocabulary | Cutting, Shapes, Sticking, Texture, Rough, Soft, Smooth, Hard, Overlap. |

| **Lesson 5** | |
|---|---|
| Learning Objective | **To create a 3d form from clay using the rolling technique.** |
| Declarative Knowledge | • To know to apply pressure when using clay.<br>• To know that clay is malleable.<br>• To know that clay is used to make every day items. |
| Procedural Knowledge | • Manipulate clay in a variety of ways eg rolling, kneading, and shaping.<br>• Explore sculpture with a range of malleable media, especially clay.<br>• Experiment with, construct and join recycled, natural and man-made materials.<br>• Explore shape and form.<br>• Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models. |
| Key Vocabulary | Sculpture, Structure, Assemble, Construct, Model, Bend, Attach, Statue, Curve, Form, Clay |

| **Lesson 6** | |
|---|---|
| Learning Objective | **To create a 3d form from clay in the style of Yayoi Kusama (continued from previous week).** |
| Declarative Knowledge | • To know to apply pressure when using clay<br>• To know that clay is malleable<br>• To know that clay is used to make every day items |
| Procedural Knowledge | • Manipulate clay in a variety of ways eg rolling, kneading, and shaping.<br>• Explore sculpture with a range of malleable media, especially clay.<br>• Experiment with, construct and join recycled, natural and man-made materials.<br>• Explore shape and form.<br>• Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models.<br>• Use a variety of tools and techniques including the use of different brush sizes and types.<br>• Mix and match colours to artefacts and objects.<br>• Mix secondary colours and shades using different types of paint.<br>• Create images from imagination, experience or observation. |
| Key Vocabulary | Sculpture, Structure, Assemble, Construct, Model, Bend, Attach, Statue, Curve, Form, Clay, Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Shape, Detail. |