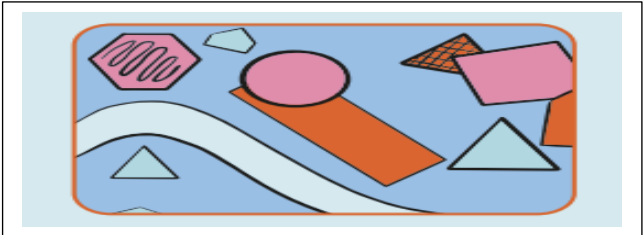
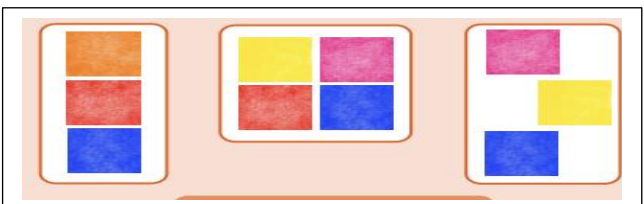


# Autumn 2 Year 2 Art Knowledge Organiser

## Craft and design: Map it out

| Subject specific Vocabulary |                                                                                | Images/Diagrams/Maps                                                                                                                                                                       | Important Knowledge                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
|-----------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abstract                    | Art that uses shapes and colours instead of trying to look real.               |                                                                                                          | <b>Artists use composition</b><br>Composition means how shapes, colours and objects are arranged in a picture or design. Artists think carefully about where things go on the page.    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| Composition                 | How things are placed and arranged in a piece of art.                          |                                                                                                                                                                                            |                                                                                                      | <b>Artists explore maps, journeys and places</b><br>Susan Stockwell and Matthew Cusick use maps and printed paper to create art about travel, stories, and identity. Their work helps us think about where we live and where we've been. |                                                                                                                                                                                                                          |
| Curator                     | A person who looks after art and helps organise how it is shown in a gallery.  |                                                                                                                                                                                            |                                                                                                                                                                                        | <b>Writing/Provision/<br/>Enrichment opportunities</b>                                                                                                                                                                                   | <b>Art can be made using soft materials like felt</b><br>Kim Soon Im uses wool and fibres to create 2D and 3D art. Children learn how to lay, twist, and roll fibres to create felt artworks.                            |
| Design                      | A plan or drawing of what something will look like before it's made.           |                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                                                          | <b>Artist Fact File</b><br>Children create a fact file about one of the artists studied (e.g. Susan Stockwell or Kim Soon Im), including where they are from, what materials they use, and why their art is interesting. |
| Evaluate                    | To look at something carefully and say what you like and what could be better. |                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| Gallery                     | A place where art is shown to people.                                          | <b>Artists can be abstract or figurative</b><br>Josef Albers and Eduardo Paolozzi made art using shapes, colours, and patterns instead of real-life pictures. This is called abstract art. |                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| Imaginary                   | Something that is made up or not real.                                         |                                                                                                                                                                                            | <b>Art tells stories and shows feelings</b><br>People create art to show something important to them—like a memory, a journey, or a feeling—and to help others understand or enjoy it. |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| Landmarks                   | Important or well-known places or buildings.                                   |                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| Pattern                     | A design that repeats shapes, lines, or colours.                               |                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| Texture                     | How something feels or looks like it would feel (e.g. smooth, rough, bumpy).   |                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |

| Presentation | Assessment                                                 |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
|--------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | To investigate maps as a stimulus for drawing.             | Able to explain their choices when grouping map images; drawing a map of their journey to school that includes some key landmarks and uses different types of mark-making in their chosen medium.                                 | Justifying their choices when grouping map images confidently, possibly using art vocabulary to explain similarities and differences; drawing a map of their journey to school that includes the required detail but that also shows they have thought about shape, colour and texture to make it interesting. |
|              | To develop a drawing into 3D artwork.                      | Choosing suitable materials for map features; being able to layer and overlap materials to create a relief surface; being able to talk about the artist's work and explain how this inspired their work.                          | Using materials innovatively and creatively to represent map features; experimenting and problem-solving when trying ideas; making specific links in their artwork to that of the artists.                                                                                                                     |
|              | To experiment with a craft technique to develop an idea.   | Being able to make decisions about shapes, details and arrangements to include from their maps in their stained glass to create a pleasing composition; able to cut cellophane shapes with care.                                  | Making and justifying choices to select shapes and details from their map to include in their stained glass; problem solving to simplify or replace shapes in their design; cutting cellophane shapes accurately and arranging them into a pleasing composition.                                               |
|              | To develop ideas and apply craft skills when printmaking.  | Following the process to make and print from a polystyrene tile; designing a print with simple lines and shapes; making choices about what to turn their prints into and make improvements as they work.                          | Designing an effective printing tile; following the steps in the printing process mostly independently; making creative choices about how to turn their prints into a final piece; displaying some problem-solving skills as they work, possibly by making suggestions to their peers.                         |
|              | To present artwork and evaluate it against a design brief. | Being able to justify their preference for a favourite artwork; annotating their chosen artwork with relevant evaluation points and taking an active part in decisions around how to display their artworks in the class gallery. | Confidently justifying their preference for a favourite artwork; annotating their chosen artwork with relevant evaluation points using art vocabulary and trying out different options for how to display their artworks in the class gallery.                                                                 |